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ABSTRACT

The effectiveness of the Registered Nurse Pathway Program at the Hunter-Bellevue School of Nursing at Hunter College was evaluated. The program was designed to provide an innovative approach to the acquisition of professional nurse behaviors for employed registered technical nurses who desire a baccalaureate degree in nursing. A total of 68 seniors and 96 graduates were surveyed to determine their perceptions of the program, and specifically 135 criteria about program achievements. While both seniors and graduates generally agreed that the goals and objectives of the program had been achieved, significant differences were found between the two groups in their perceptions of the attainment of 6 to 10 program goals and 5 of 9 instructional objectives. It is concluded that there is a need to: improve the research-related competencies of nurses; provide day and evening sections of the same classes; improve parking and child care facilities; improve the opportunity for full-time students to graduate within 2 years; improve the ability of nurses to involve community groups in the planning of health care programs; and improve the delivery of such health care programs. The appendixes include the questionnaire and perceptions of the program by respondents. (Author/SW)

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A STUDY TO DETERMINE THE ATTAINMENT OF THE GOALS AND OBJECTIVES OF AN INNOVATIVE BACCALAUREATE NURSING PROGRAM

by

Marjorie Duncan

A Major Applied Research Project presented in
partial fulfillment of the requirements
for the degree of Doctor of Education

Nova University

June, 1987

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The MARP is dedicated to my departed mother, Ethel Duncan, and is meant to serve as inspiration for my grandson, Master Lenwood McKee Evans III.

Abstract of a Major Applied Research Project
Presented to Nova University in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

A STUDY TO DETERMINE THE ATTAINMENT OF THE GOALS AND OBJECTIVES OF AN INNOVATIVE BACCALAUREATE NURSING PROGRAM

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1987

The purpose of this study was to determine the effectiveness of the Registered Nurse Pathway Program in providing a unique and valid approach to the acquisition of professional nurse behaviors for employed registered technical nurses who desire a baccalaureate degree in nursing. Five research questions were examined to determine the extent that the goals and objectives of the program were being achieved and to identify differences in the perceptions of goal attainment between seniors and graduates of the program.

The population for the study consisted of the 96 graduates of the program and 68 seniors. A 50 percent random sample of each population was drawn for purposes of data collection. Members of the sample were sent a mail questionnaire on which they indicated their perceptions of the extent that 135 specific criteria had been achieved in the program.

Significant differences (.05 alpha level) between the perceptions of the two samples were identified by the use of t tests for non-correlated samples, and correlational analysis was used to determine if respondent perceptions were related to seven selected personal characteristics.

The findings indicated that seniors and graduates generally agreed that the goals and objectives of the RN Pathway program were achieved. However, criterion measures of the goals and objectives suggested the need for program improvement in certain areas. Significant differences were found between seniors and graduates in their perception of the attainment of six of 10 Program Goals and five of nine Instructional Objectives. There was also a significant relationship between selected personal characteristics of the respondents and their perceptions of the attainment of the goals and objectives of the program.

It was concluded that although the goals and objectives of the program were generally achieved, there was a need to improve the research-related competencies of the nurses, to provide day and evening sections for the same classes, to improve parking and child care facilities, to improve the opportunity for full-time students to graduate within two years, to improve the ability of nurses to involve community groups in the planning of health care programs, and to improve the delivery of such health care programs.

The findings and conclusions of the study provided information useful to support decision making and to strengthen or to modify the program in desired ways. Recommendations were generated for consideration by researchers and educators interested in the improvement of professional nursing and for use by the faculty and administration at the Hunter-Bellevue School of Nursing in their efforts to strengthen the baccalaureate nursing program.

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Chapter I

INTRODUCTION

Professionals hold a special place in society. Over a period of time, professionals assume responsibility for specialized functions too complex to carry out without a background of extensive education and practice. Professionals establish standards for educational programs through licensure and accreditation, emphasize the social use to which members of the profession put the knowledge acquired, and set the standards of professional practice. Professionals also accept as a legitimate role the production of new members in sufficient numbers to meet the demand of society for health services (Parsons, 1968). Professional nursing education assures society of the competency of beginning practitioners and expects practitioners to continue to learn, maintain scholarship through research, and to practice as generalists in nursing in a variety of institutions and agencies (NLN, 1979:1).

Since 1950, qualified students have had an opportunity to select a school of nursing from a variety of educational programs including associate degree nursing programs, Diploma Schools for nursing, and programs of professional nursing leading to a baccalaureate degree.

The Associate Degree Nursing Program may be completed in two academic or calendar years. These programs are offered in junior or community colleges and lead to an associate degree. The aim of the associate degree program is to prepare a nurse practitioner who, in the beginning, is ready to render quality nursing care to people. This practitioner is not prepared through the educational program to assume administrative responsibilities. It is intended that this practitioner, upon completion of the program, will be able to function with some degree of independence under the supervision of an experienced professional nurse (Western Interstate Commission, 1968a).

The diploma schools of nursing are under the hospitals' control and lead to a diploma in nursing. The programs vary in length from twenty-seven to thirty-six months. They are devoted primarily to the preparation of the nurse practitioner, with primary focus on instruction and related clinical experience in the care of patients in the hospital. The graduate of a diploma program is prepared to function as a bedside nurse (Guinee, 1970:58).

The basic or generic baccalaureate nursing program usually is completed in four academic or calendar years. These programs are found in subdivisions of universities or colleges and may be administered through separate schools or by departments of nursing education. These programs differ according to educational philosophy of purpose, policies, standards, resources, and methods of individual instruction. Generally, the purposes of these programs are to prepare the graduates to function in any field of nursing and advance to positions of greater responsibility (Western Interstate Commission, 1968a).

A recent development in nursing education has been the implementation of the "career ladder" concept, whereby graduates at each level of nursing are encouraged to continue education at the next higher level. It is possible for qualified graduates of associate degree and diploma programs in nursing to continue their education and qualify for a baccalaureate degree.

Current interest in accommodating registered nurses in programs of professional nursing education has been heightened by the resolution on "Entry into Practice" (NLN, 1982: 212), passed by the 1978 National League for Nursing, House of Delegates. The "Entry into Practice" resolution requires a baccalaureate degree for entry into professional practice. This resolution proposes two distinct nursing practices: one professional and the other technical. A literal translation of this model views professional and technical as adjoining one another, although carrying out separate, discrete, and easily identifiable functions. As a result of the "Entry into Practice" resolution, graduates of diploma and associate degree entry programs are seeking career mobility, by obtaining a baccalaureate degree, in increasing numbers (NLN, 1979:2).

The Hunter College, Hunter-Bellevue School of Nursing (HBSON), Registered Nurse (RN) Pathway Program (1980), is a new and non-traditional program which models the "Entry into Practice" resolution. The RN Pathway Program was developed to meet the unique learning needs of practicing registered technical nurses in metropolitan New York who desire to complete a Bachelor of Science in Nursing (BSN) within two years. In addition, this program is a response to the challenge initiated by the profession to upgrade the education of professional nurses.

Background and Significance

The RN Pathway Program is an integral part of the existing baccalaureate program in nursing at HBSON. The curriculum approach gives registered nurses credit for knowledge they have gained through associate degree programs or diploma schools of nursing, and allows them to select content out of current offerings in the undergraduate curriculum that is unique to baccalaureate education in nursing. This approach allows registered nurses to select a "pathway" to the baccalaureate degree which does not require repetition of prior learning.

The "pathway" arises out of a desire to meet the needs of a large number of registered nurses who do not have the baccalaureate degree in nursing. Statistics indicate that approximately 80 percent of all registered nurses in the United States do not have a baccalaureate degree. In the New York City area, the statistics are consistent with these numbers (HBSON, 1983:17).

The effectiveness of the RN Pathway Program in meeting stated goals and objectives as viewed by seniors and graduates of the program was determined from the outcomes of this study. Agreement and disagreement regarding the attainment of the goals and objectives as perceived by students and graduates were identified. Recommendations generated from the findings of the study indicated areas of the program where goals and objectives of the program were being met adequately, where the program needed strengthening, and where changes were needed.

Hunter College has been involved in nursing education since 1943. In 1955, the first class of students enrolled in a basic collegiate nursing program which led to the awarding of the Bachelor of Science (Nursing) Degree. In 1971, the degree of Master of Science in Nursing became a reality for qualifying candidates. In 1980, in response to professional and social forces, Hunter College initiated an innovative approach to nursing education: the Registered Nurse (RN) Pathway Program.

The philosophy of the program is defined by a statement of beliefs about the nature of professional nursing that reflects the views of the faculty as a whole (Hunter-Bellevue School of Nursing, 1978). The conceptual framework of the curriculum is closely tied to this philosophy and describes relationships between man, environment, health, and professional practice. Subconcepts that evolve from the conceptual framework serve as terminal goals and objectives of the program.

The overall goals of the RN Pathway Program are to:

1. provide high quality instruction to meet the needs of registered nurses.
2. provide adequate facilities and resources.
3. provide adequate counseling services.
4. provide a useful base of liberal studies.
5. incorporate a holistic concept of human wellness throughout the curriculum.
6. meet the unique educational needs of employed registered nurses.
7. prepare students to effectively function as generalists in a variety of health care settings.
8. facilitate the orderly progression of students through the program.
9. provide appropriate college credit for previously acquired skill and knowledge.
10. offer learning experiences appropriate to Bachelor's level nursing education.

The instructional objectives of the RN Pathway Program are to prepare graduates who are able to:

1. synthesize and apply knowledge from nursing, the social sciences, and the humanities in developing a sound rationale for health care.
2. effectively use the nursing process to promote, maintain, and/or restore optimum wellness.
3. be proficient in the area of educational methods and techniques in implementing patient, health, and wellness education.
4. demonstrate an understanding of and insight into the social forces that affect the wellness of society.
5. initiate interdisciplinary activities to plan, implement, and evaluate health care.
6. critically analyze and apply the findings of research in addressing problems and issues in health care.
7. mobilize individuals, families, and communities in identifying health needs.
8. continue their professional growth throughout their careers.
9. fulfill leadership roles in achieving desired change to improve health care systems and services.

The overall aim of the RN Pathway Program is to respond to the efforts of the profession to upgrade itself and to meet the needs of employed registered nurses desirous of obtaining the baccalaureate degree in nursing.

Research Questions

In this study, data were obtained from both graduates of and participants in the RN Pathway Program to determine their perceptions of the extent that program goals and instructional objectives have been achieved. The five research questions were:

1. To what extent does the RN Pathway Program:
    - a. provide high quality instruction to meet the needs of registered nurses?
    - b. provide adequate facilities and resources?
    - c. provide adequate counseling services?
    - d. provide a useful base of liberal studies?
    - e. incorporate a holistic concept of human wellness throughout the curriculum?
    - f. meet the unique educational needs of employed registered nurses?
    - g. prepare students to effectively function as generalists in a variety of health care settings?
    - h. facilitate the orderly progression of students through the program?
    - i. provide appropriate college credit for acquired skill and knowledge?
    - j. offer learning experiences appropriate to Bachelor's level nursing education?

2. To what extent does the RN Pathway Program prepare nurses who are able to:
    - a. synthesize and apply knowledge from nursing, the social sciences and the humanities?

b. use effectively the nursing process to promote, maintain, and/or restore optimum wellness?

c. use proficiently educational methods and techniques in implementing patient health and wellness education?

d. provide understanding and insight into the social forces that affect the wellness of society?

e. initiate interdisciplinary activities to plan, implement, and evaluate health care?

f. critically analyze and apply the findings of research in addressing problems and issues in health care.

g. mobilize individuals, families and communities in identifying health needs?

h. continue their professional growth throughout their careers?

i. fulfill leadership roles in achieving desired change to improve health care systems and services?

3. Are there significant differences between the perceptions of seniors and graduates regarding the attainment of the program goals?

4. Are there significant differences between the perceptions of seniors and graduates regarding their achievement of the instructional objectives?

5. Is there a relationship between selected characteristics (age, number of dependents, type of basic nursing training, length of time required to complete the program, number of years as a practicing nurse, membership in the

American Nurses Association and present employment as a nurse) of seniors and graduates and their perception of the attainment of program goals and instructional objectives?

The three null hypotheses generated for the study were:

1. There will be no significant difference between the mean scores of seniors and graduates regarding the attainment of 10 program goals.

2. There will be no significant differences between the mean scores of seniors and graduates regarding their achievement of nine instructional objectives.

3. The seven selected characteristics of the respondents will not be significantly related to their perception of the achievement of 10 program goals and nine instructional objectives.

Definition of Terms

Attainment. The degree to which the goals and objectives of the RN Pathway Program were met as indicated by the satisfaction of program criteria.

Graduates. Registered professional nurses who have completed the RN Pathway Program.

Perception. The response of members of the sample to scales measuring the extent of their agreement that program criteria were satisfied.

Program criteria. Specific statements designed to reflect or measure the attainment of RN Pathway goals and objectives.

RN Pathway goals. Overall program goals established for the RN Pathway program and considered valid by the faculty and administration of the program.

RN Pathway objectives. Broad categories of terminal professional nurse behaviors expected of graduates who successfully complete the program. These objectives were established by the faculty and administration of the program.

RN Pathway Program. A baccalaureate degree nursing program designed to meet the unique professional learning needs of registered technical nurses.

Senior nurse students. Registered nurses completing the final nursing course of the RN Pathway Program.

Limitations

This study was limited in the following ways:

1. Only registered nurses and seniors of the RN Pathway Program were included in the sample. Unsuccessful aspirants, faculty and employers were not represented.

2. The findings of the study were limited to the RN Pathway Program at HBSON and are not generalizable beyond this particular program.

3. The findings of the study did not identify what instructional methods might produce better results.

4. The program goals and objectives, considered valid by the RN Pathway staff, were accepted as reflecting valid professional nursing behaviors and were not examined further in regard to their validity.

Assumptions

For the purpose of this study, it was assumed that:

1. The dependent variables (program goals and objectives) were reliable and valid measures for determining the success of the RN Pathway Program.

2. The seniors and graduates of the RN Pathway Program responded candidly and frankly to the items in the questionnaire.

3. The responses of the seniors and graduates of the RN Pathway Program to the criteria reflecting RN Pathway Program goals and objectives were based upon program related experiences.

4. The seniors and graduates of the RN Pathway Program represented a cross-section of registered technical nurses who successfully complete the requirements for a baccalaureate degree in nursing.

Chapter II

REVIEW OF RELATED LITERATURE

Throughout the centuries, administrators and faculty in colleges and universities have been concerned with curriculum evaluation. For the most part, curriculum appraisal consisted of the review and judgment of the courses and programs by persons who were experts in the subjects involved (Tyler, 1968). Assumptions, guiding principles, and judgments were not subject to empirical tests of what students learned or how the curriculum was perceived. Students have been examined and tested as a procedure for identifying and encouraging those successful in their studies while discouraging those who failed (Tyler, 1968).

A good introduction to the field of evaluation is provided by Anderson and Ball (1978), Ross and Nyre (1977), and Scriven (1967). However, one finds comparatively little in the literature about program evaluation in higher education. Several important works are offered by Barak and Berdahl (1978), Dressel (1978), Folger (1977), and Hodgkinson (1975). In general, these works are comprehensive and seek to respond to a wide range of decision-making issues within institutions.

Stufflebeam and others (1971) note three definitions of evaluation that have gained some acceptance over the past sixty years, each having certain advantages and disadvantages. One, developed during the 1920s and 1930s, equates evaluation with measurement. This view limits evaluation to an examination of those program variables for which science has developed measurement instruments and obscures the basic fact that value judgments necessarily are involved in evaluation. A second definition depicts the process of evaluation as determining the congruence between program performance and objectives. One of the difficulties this process poses is the task of developing a sufficiently operational set of objectives by which to test for congruence. A third definition of evaluation equates evaluation with professional judgment, raising questions about the reliability and objectivity of each evaluation. After reviewing these limitations, Stufflebeam and others (1971) define evaluation as the process of delineating, obtaining, and providing useful information for judging decision alternatives.

Evaluation is a systematic documentation of the consequences of programs and the determination of their worth in order to make decisions about them. Viewed conceptually, educational programs are comprised of three components; Inputs, Thruputs, and Endputs. Inputs are what the subjects bring with them--what they are like and the context or milieu in which they operate, often referred to as baseline data.

Thruputs are the treatment processes, operation or curriculum which the subjects or students are experiencing. Endputs are the impact, consequences, or results--what was accomplished (Green & Stone, 1977).

Austin and Panos (1977) describe seven methods of design based on the notion of Inputs, Thruputs, and Endputs. The seven methods of design are the result of combining the Prior Method, which uses Inputs; the Process Method, which uses thruputs, and the Product Method of design which appraises the outcomes of the educational program. The why and how are only surmised by means of retrospective reporting. Trust is put in the subject's ability to remember. Scrivens (1974:207) advocates the use of the program's goals and objectives as a basis for appraising the products or outcomes of a program.

Scrivens (1967) distinguishes "formative" and "summative" evaluation, with formative evaluation undertaken during the development and implementation of a program and summative evaluation conducted after the program has been in operation for a period of time. The purpose of formative evaluation is to guide and assist program development and improvement; that of summative evaluation is to determine the overall worth of a program and to assist in making decisions concerning its continuation, modification, or termination.

Education for Adults

According to Long (1983), adults participate in educational programs for a variety of reasons including the desire to learn, the desire for sociability, the desire to achieve a personal or a societal goal, and for need fulfillment. Knowles (1970) refers to andragogy or the "art and science of helping adults learn" (p. 38) as a lifelong process of self-development incorporating specific conditions of learning and practices of teaching. Similarly, Knowles (1980) identifies seven conditions of learning and 15 principles of teaching related to the effectiveness of adult education. In particular learning is most effective when learners feel the need to learn, the learning environment is physically and socially comfortable, learning goals are understood by teachers and students alike, learners share the responsibility for planning and operating the learning experience, learners actively participate in the learning process, the learning process is intrinsic to the learners' experience, and learners perceive that they are making progress toward their goals. These principles of adult education enable instructors to provide and build a superior teaching-learning transaction.

Knox (1980) asserts that the desire for proficiency drives adults to acquire new skills, knowledge, and attitudes. He defines proficiency as the "capability to perform satisfactorily if given the opportunity" (p. 378). Proficiency learning encourages the adult learner to play a major role in the formulation of objectives and pacing. Inherent in proficiency learning is the teaching-learning transaction. Knox (1980) points out that effective teachers enhance the learning of adult participants by treating them as adults and helping them to make progress toward the achievement of their educational objectives.

Other researchers (Houle, 1980; Kidd, 1973; Tough, 1971, Wlodkowski, 1985) suggest that a variety of motivational factors may explain the desire for learning in adults. Houle (1980) reports that among nurses adult education is generally related to the acquisition of knowledge in subject matter, skill in the profession or "keeping up to date" (p. 9). Kidd (1973) and Tough (1971) describe the "self-directed learner" as a person who is both learner and teacher. Unlike child learners, the adult learner may play an active part in the consideration and selection of what is studied. McKinley (1983) asserts that adults learn effectively in a variety of settings. However, he prefers collaborative learning in which learners "cooperate in identifying and exploring the nature and adequacy of each other's perceptions, opinions, and beliefs in a given area of study" (p. 13). More recently, Wlodkowski (1985) reports that six factors: attitudes, needs, stimulation, emotion, competence, and reinforcement impact on adult motivation. Moreover, effective teachers use a variety of strategies to enhance the adult student's ability to learn.

When planning programs for adult learners, Brundage and Mackeracher (1980) suggest that there are five issues to consider. These include providing the environment, the resources, the teaching-learning activities, the ongoing planning strategy, and the plan of evaluation conducive to learning. Of interest to this section of the literature review are three of the foregoing issues. In particular, environmental factors refer to the physical and social-emotional environment. The physical environment includes room arrangement, furniture, scheduling, washroom facilities, supplies, audiovisual equipment, as well as food arrangements. As Long (1983) asserts:

> facilities for adults should have an aura of adulthood to contribute to adults' feelings of ease, confidence, and capabilities; be flexible in room configuration, reflect the capability to change the environment; and provide for availability of multi-purpose equipment. Furthermore, social and psychological implications of seating arrangements should be considered. (p. 175)

The social-emotional environment includes both group settings and one-to-one relationships. Consistent with the foregoing is the removal of obstacles which might impinge on an acceptable emotional environment. These obstacles might include financial matters, work conflicts within the family, anxieties about teachers' expectations and the learner's self-esteem.

Resources include printed classroom material, films, tapes, journal articles, and bibliographies of relevant texts. In addition, there are human resources in the form of experts in specified subject areas, students who may be identified as resource persons and the teachers. The role of the teacher is to manage the environmental and interaction variables. That is, the teacher must create the proper learning environment and maximize the interaction of the adult learner in the learning process. In other words, the teacher must be able to "facilitate interpersonal relationships, individual learning and group processes, all while keeping within the framework of the learning objectives" (Brundage & Mackeracher, 1980, p. 86).

In summary, it is suggested that effective adult education is enhanced when areas of knowledge and skills are identified, the motivating environment which enables the adult learner to be self-directed is projected, the appropriate physical environment is provided, and expert and experienced instructors help students learn to learn.

The Conceptual Framework

According to Keiser and Bickle (1979), the literature presents two conflicting positions regarding attitude-behavior relationships; one suggesting little relationship and one supporting a strong attitude-behavior linkage. Studies by LaPierre (1934), McGrew (1967), and Parker (1968) identify an inconsistent relationship between expressed attitudes and behaviors. Studies by Aronson, Turner, and Carlsmith (1963), Leventhal and Niles (1964), and Smith (1961), however, show that by altering attitudes, behaviors can effectively change.

Festinger's Cognitive-Dissonance Model provides evidence in which attitude change results in behavior change. It supports a strong attitude-behavior linkage. Cognitive-Dissonance has drive characteristics which motivate the person to reduce dissonance and achieve consonance. Thus, when correspondence exists between a person's attitude(s) and exhibited behavior(s), a consonance state exists. There is little motivation to alter either the attitude or the behavior. In contrast, when there is little correspondence between a person's attitude(s) and exhibited behavior(s), a state of dissonance exists. Festinger(1957: 131) maintains that "two elements of knowledge are in a dissonance relationship, if when considering these two alone, the obverse of one element would not follow from the other". When a dissonance state exists, the person is motivated to restore consonance by altering his attitude, the behavior, or both.

Technical nurses who enter the RN Pathway Program at HBSON are in a relative dissonant state. They have made a change in career goals and seek career mobility. These technical nurse students believe they lack the detailed knowledge and experiences for performing professional nurse behaviors and desire to function as a Registered Professional Nurse.

The RN Pathway Program facilitates correspondence between the technical nurse student's attitude(s) and their desired behavior(s). The curriculum seeks to reduce the student's dissonance, alter their perceptions and attitudes and encourage the performance of professional nurse behaviors.

Chapter III

PROCEDURES AND METHODOLOGY

The methods and procedures used to collect and analyze the data are presented in this Chapter. It is divided into four sections; (1) Type of Research, (2) Sample, (3) Instrumentation, and (4) Treatment and Analysis of Data.

Type of Research

An ex post facto, retrospective, cross-sectional product method of design was used in this study to guide the collection and analysis of data. This approach was chosen because it is an efficient and useful method of collecting a large amount of data in a relatively short time. It is also strong in terms of realism and more likely to be generalizable to other realistic settings (Polit & Hungler, 1978).

Populations and Samples

The populations for the study consisted of all of the 96 registered nurses who had successfully completed the RN Pathway Program at HBSON in 1982 and 1983 and the 68 seniors who are enrolled in the 1985-86 academic year. A 50 percent sample of each population was randomly selected from alphabetical lists. A table of random numbers was used to select the first person to be drawn from each list, after which every other person was selected to be in the perspective sample. This procedure yielded samples of 48 graduates and 34 seniors.

Instrumentation and Collection of Data

A self-administered questionnaire was used to collect data for this study (Appendix A). The first part of the instrument, Personal Characteristics, documents seven selected personal characteristics of the respondents. The second part of the questionnaire consists of a series of statements representing the subscales of 10 goals and 9 objectives of the RN Pathway Program. Five-point Likert-type scales were used to measure the respondents' perceptions of the degree of attainment of 135 criterion measures of the program goals and objectives. The scales are weighted so that strongly disagree (SD) = 1 point, disagree (D) = 2 points, can't say (CS) = 3 points, agree (A) = 4 points, and strongly agree (SA) = 5 points (Duncan, 1982).

The pool of items that comprise the questionnaire was developed from the literature related to nursing and education for adults. A panel of six RN Pathway faculty established the validity of the initial pool of items. If 50 percent of the judges found the various items to be face and content valid, they were considered acceptable for the purpose of this study. Those items approved by the panel of judges comprised the final version of the scale used to measure the goals and objectives of the RN Pathway Program. Seventeen graduates of the class of 1984 were asked to complete the scale. Using Cronbach's alpha and Pearson's product-moment correlation with a Spearman-Brown correction, the reliability of the questionnaire was determined to be .79, a coefficient sufficient for making group level comparisons (Polit & Hungler, 1978:432).

The 10 goals and 9 objectives of the RN Pathway program are listed on page 8 and 9 and are measured as follows:

Goal No. 1 measured by questionnaire items 1 to 13.

Goal No. 2, measured by questionnaire items 14 to 20.

Goal No. 3, measured by questionnaire items 21 to 26.

Goal No. 4, measured by questionnaire items 27 to 31.

Goal No. 5, measured by questionnaire items 32 to 34.

Goal No. 6, measured by questionnaire item 35 (a to f)

Goal No. 7, measured by questionnaire item 36 (a to g)

Goal No. 8, measured by questionnaire item 37 (a to e)

Goal No. 9, measured by questionnaire item 37 (f to i)

Goal No. 10, measured by questionnaire item 37 (j to m).

Objective No. 1, measured by questionnaire item 38 (a to f)

Objective No. 2, measured by questionnaire item 38 (g to n)

Objective No. 3, measured by questionnaire item 38 (o to u).

Objective No. 4, measured by questionnaire item 39 (a to j).

Objective No. 5, measured by questionnaire item 40 (a to g).

Objective No. 6, measured by questionnaire item 40 (h to k).

Objective No. 7, measured by questionnaire item 40 (l to p).

Objective No. 8, measured by questionnaire item 41 (a to g).

Objective No. 9, measured by questionnaire items 42 (a to c) and 43 (a to d).

A packet containing a transmittal letter (Appendix B), the questionnaire and a stamped, self-addressed return envelope was mailed to the sample of graduates and seniors of the RN Pathway Program. Nineteen nonrespondents were identified through a coded mailing system and contacted in subsequent mailings, by telephone, or in person. This procedure resulted in acquiring a 100 percent return from the respondents in this study.

Treatment and Analysis of Data

The null hypotheses relating to differences in perception between seniors and graduates were tested at the .05

level of significance utilizing a t test for uncorrelated groups.

Correlational analysis using Pearson product-moment correlation coefficient, with alpha set at .05, was used to examine the relationship between age, number of dependents, type of basic training, length of time to complete the RN Pathway Program, length of time in nursing, membership in ANA, and current employment status to the perceptions of respondents toward the attainment of program goals and instructional objectives. The frequency distribution and percentage of responses for each of the criterion measures for the 10 goals and nine objectives stated in research questions 1 and 2 are reported in Chapter IV.

CHAPTER IV

PRESENTATION OF RESULTS

The findings related to the analysis of the research questions and the testing of the hypotheses, stated in null form, are presented in this chapter. It is divided into five sections as follows; (a) description of the sample, (b) analysis of the research questions, (c) hypothesis testing, (d) additional findings, and (e) summary.

Sample

Eighty-two seniors and graduates of the RN Pathway Program took part in this study. The sample consisted of 34 seniors and 48 graduates. Table 1 represents a description of the sample pertaining to selected demographic characteristics. A majority of the subjects were diploma program graduates (58.5%) and were not members of the American Nursing Association (58.5%). The majority of the seniors and graduates completed the RN Pathway Program in two to three years (86.6%). All of the subjects indicated that they were presently employed in nursing.

The mean age of the sample was 33.5 years (SD = 7.89). Among seniors, the mean age was 31.9 years (SD = 5.72) compared to 34.5 years (SD = 9.02) for the graduates. The mean number of dependents was 2.0 (SD = 0.94) for seniors, 2.4 (SD = 1.67) for graduates, and 2.2 (SD = 1.42) for the total sample. The average length of years required to complete the RN Pathway Program for all respondents was 2.8 years (SD = 1.25). This compared to 3.1 (SD = 0.75) years for seniors and 2.5 (SD = 1.47) years for graduates.

Table 1

Frequency Distribution and Percentage of Selected Demographic Characteristics (N = 82)

	Seniors		Graduates		Total	
Variable	f	%	f	%	f	%
Basic training program						
Associate degree	27	79.4	16	35.3	34	41.5
Diploma	7	20.6	32	66.7	48	58.5
Years to complete						
2	8	23.5	32	66.7	40	48.8
3	15	44.1	16	33.3	31	37.8
4	11	32.4	--	--	11	13.4
Membership in the ANA						
Yes	12	35.3	12	25.0	24	41.5
No	22	64.7	36	75.0	48	58.5
Currently in nursing						
Yes	34	100.0	48	100.0	82	100.0

Analysis of the Data Pertinent to the Research Questions

Research Question 1; To what extent does the RN Pathway Program

a. provide high quality instruction to meet the needs of registered nurses?

b. provide adequate facilities and resources?

c. provide adequate counseling services?

d. provide a useful base of liberal studies?

e. incorporate a holistic concept of human wellness throughout the curriculum?

f. meet the unique educational needs of employed registered nurses?

g. prepare students to effectively function as generalists in a variety of health care settings?

h. facilitate the orderly progression of students through the program?

i. provide appropriate college credit for acquired skill and knowledge?

j. offer learning experiences appropriate to Bachelor's level nursing education?

The data in Table 2 (Appendix C) represent the extent of agreement associated with the attainment of the 10 goals of the RN Pathway Program. Agreement on the various items of the 10 goals of the RN Pathway Program consists of a

Table 2

Perceptions of Seniors and Graduates as to the Extent that Criterion Measures of 10 Program Goals Were Satisfied

	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
Goals, Criteria and Item Numbers	f	%	f	%
Goal 1; Provide high quality instruction to meet the needs of registered nurses				
1. Meets unique learning needs	34	100.0	48	100.0
2. Instructors competent	33	97.1	47	97.9
3. Instructors stimulate	29	85.3	42	87.5
4. Course objectives clear	34	100.0	48	100.0
5. Examinations reflect objectives	30	88.2	48	100.0
6. Students relate content to experiences	31	91.2	46	95.8
7. Homework appropriate	29	85.3	40	83.3
8. Homework achieves objectives	26	76.5*	44	91.7
9. Instructors receptive	31	91.2	43	89.6
10. Instructors encourage expression	31	91.2	45	93.8
11. Instructors friendly	26	76.5*	46	95.8
12. Learning not stressful	28	82.4	43	89.6
13. Appropriate methods and techniques used	34	100.0	48	100.0
Goal 2; Provide adequate facilities and resources				
14. Facilities enhance learning	33	97.1	48	100.0
15. Resources adequate	33	97.1	46	95.8
16. Entrance ways safe	34	100.0	46	100.0
17. Parking adequate	19	55.9*	16	33.3*
18. Classrooms comfortable	29	85.3	40	83.3
19. Labs comfortable	29	85.3	48	100.0
20. Handouts relevant	33	97.1	47	97.9
Goal 3; Provide adequate counseling services				
21. Students' questions are answered	34	100.0	47	97.9
22. Proficiency tests are fair	33	97.1	47	97.9
23. Remedial work monitored	34	100.0	48	100.0
24. Students encouraged to seek help	34	100.0	47	97.9
Goal 4; Provide a useful base of liberal studies				
27. Behavioral sciences enhance understanding	29	85.3	48	100.0
28. Social sciences enhance understanding	32	66.7	48	100.0
29. Humanities enhance understanding	26	76.5	47	97.9
30. Education courses clarify nursing	31	91.2	45	93.8
31. Liberal arts contribute	32	94.1	47	97.9

Table 2 (continued)

	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
Goals, Criteria and Item Numbers	f	%	f	%
Goal 5; Incorporate a holistic concept of human wellness throughout the curriculum				
32. The Pathway Nursing Program utilizes the Holistic Man Wellness Model as a conceptual framework throughout the curriculum to:				
a. provide a rational order	34	100.0	48	100.0
b. identify man	34	100.0	48	100.0
c. identify wellness	34	100.0	48	100.0
d. identify role of nurse	34	100.0	48	100.0
e. identify relationship between Man and Wellness	34	100.0	48	100.0
f. identify relationships between wellness and health	34	100.0	48	100.0
g. identify relationships between wellness and nursing	34	100.0	48	100.0
h. identify relationships between the nurse and patient	34	100.0	48	100.0
33. The Holistic Man Wellness Model is based on the following assumptions:				
a. Man is bio-psychosocial	34	100.0	48	100.0
b. Man desires control	34	100.0	48	100.0
c. environment affects man	34	100.0	48	100.0
d. Wellness is harmony	34	100.0	48	100.0
34. Using the Holistic Man Wellness Model as a conceptual framework, students are able to:				
a. provide a rationale	34	100.0	48	100.0
b. facilitate wellness	34	100.0	48	100.0
c. participate in health	34	100.0	48	100.0
d. restore optimum wellness	32	94.1	48	100.0
e. support man	34	100.0	48	100.0
Goal 6; Meet the unique educational needs of employed registered nurses				
35. The Pathway Nursing Program meets the special learning needs of the employed registered nurse in that:				
a. courses are taught annually	34	100.0	48	100.0
b. multiple sections are taught	31	91.2	47	97.9
c. classes scheduled day and evening	24	70.6*	9	18.8*
d. theory relate to experience	29	85.3	41	85.4
e. have access to child care facilities	18	52.9*	3	6.3*
f. instructors individualze course	32	94.1	41	85.0

Table 2 (continued)

	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
Goals, Criteria and Item Numbers	f	%	f	%
Goal 7; Prepare students to effectively function in a variety of health care settings				
36. The Pathway Nursing Program prepares graduates:				
a. to meet the needs of people	34	100.0	48	100.0
b. to practice	34	100.0	48	100.0
c. to promote wellness	34	100.0	48	100.0
d. for continuing education	34	100.0	48	100.0
e. to assume leadership	34	100.0	48	100.0
f. to initiate change	24	70.6	47	97.9
g. to conduct research	5	44.1	19	39.6
Goal 8; Facilitate the orderly progression of students through the program				
37. In the RN Pathway Nursing program:				
a. students use learning center	34	100.0	48	100.0
b. use student volunteers	34	100.0	40	83.3
c. use practice laboratory	34	100.0	48	100.0
d. faculty are committed	34	100.0	48	100.0
e. portfolios are maintained	34	100.0	48	100.0
Goal 9; Provide appropriate college credit for previous acquired skill and knowledge				
37. In the RN Pathway nursing program:				
f. equivalent credits not repeated	34	100.0	48	100.0
g. students earn credit for gained knowledge	34	100.0	48	100.0
h. students able to transfer credits	24	100.0	48	100.0
i. students earn 24 credits in nursing	34	100.0	48	100.0
Goal 10; Offer learning experiences appropriate to Bachelor's level nursing education				
37. In the RN Pathway nursing program:				
j. experience include decision making	34	100.0	48	100.0
k. the research process	23	67.6*	22	45.8*
l. self-directed education	34	100.0	48	100.0
m. completed in two years	23	67.6*	40	83.3

*$p < .05$.

response of "agree" or "strongly agree." An examination of Table 2 indicates that there was unanimous agreement among seniors and graduates that the RN Pathway program met the needs of registered nurses desiring a bachelor's degree (criterion 1), was based on clearly stated course objectives (criterion 4), and used an appropriate variety of educational strategies to enhance learning (criterion 13).

With respect to two areas concerning the quality of instruction in the RN Pathway Program, more than 90 percent of the seniors and graduates reported that their instructors were competent in their field of expertise (criterion 2) and encouraged student expression of learning needs (criterion 10). More than 82 percent of the seniors and graduates agreed that class discussions were stimulating (criterion 3), the learning environment was not stressful (criterion 12), and homework assignments were appropriate in terms of their length and purpose (criterion 7).

In addition, all of the graduates and 88.2 percent of the seniors reported that examinations reflected course objectives (criterion 5). Also, the extent of agreement was greater among graduates than seniors between homework assignments and achievement of course objectives (criterion 8), and the friendliness of the instructors (criterion 11). More than 91 percent of the graduates agreed that homework assignments contributed to the achievement of course objectives. However, only 76.5 percent of the seniors agreed that assigned homework contributed to the course objectives. Nearly 96 percent of the graduates agreed that their instructors were friendly. However, only 76.5 percent of the seniors agreed that their instructors were friendly. The differences in the perceptions of seniors and graduates on the foregoing criteria may be related to changes in faculty teaching assignments. The extent of agreement was similar among graduates and seniors concerning the relationship between course content and life experiences (criterion 6). Specifically, 95.8 percent of the graduates and 91.2 percent of the seniors agreed that there were opportunities for students to relate course content to life experiences. In contrast, 91.2 percent of the seniors and 89.6 percent of the graduates agreed that their instructors were responsive to others' ideas and viewpoints (criterion 9).

Of the seven items pertaining to the facilities and resources (Goal 2) provided RN Pathway students, seniors and graduates unanimously agreed that entrance ways were safe and well lighted (criterion 16). More than 95 percent of the seniors and graduates agreed that facilities and resources enhanced learning (criterion 14), clinical resources were adequate (criterion 15), and handout materials improved instruction (criterion 20).

All graduates and 85.3 percent of the seniors of the RN Pathway program agreed that laboratories were "well lighted, clean, and comfortable" (criterion 19). In addition, 85.3 percent of the seniors and 83.3 percent of the graduates felt that the classrooms were well lighted, clear and comfortable (criterion 18). With respect to available parking, 55.9 percent of the seniors and only 33.9 percent of the graduates agreed that these facilities were adequate (criterion 17). Overall, a majority of the sample indicated that parking facilities were inadequate. Inadequate parking facilities characterize inner-city colleges and universities where there is no reserved parking.

Seniors and graduates were in near total agreement that the counseling services of the RN Pathway nursing program were adequate (Goal 3). All seniors and 97.9 percent of the graduates agreed that their questions regarding the planning and requirements of their programs were satisfactorily answered (criterion 21), and students on academic probation were encouraged to seek help (criterion 24). All seniors and graduates agreed that remedial work was supervised until mastery (criterion 23), while more than 97 percent of the seniors and graduates indicated that all testing was fairly and efficiently administered (criterion 22). More than 92 percent of the seniors and more than 95 percent of the graduates believed that general education (criterion 30) and liberal arts courses (item 21) completed contributed to their growth and development.

With respect to the teaching of liberal studies (Goal 4), all graduates agreed that the behavioral (criterion 27) and social sciences (criterion 28) enhanced their understanding of the biosocial aspects of humankind. This compared to 85.3 percent and 94.1 percent of the seniors who agreed that their understanding of the biosocial aspects of humankind was enhanced by their understanding of the behavioral and social sciences, respectively. Also, 97.9 percent of the graduates compared to 76.5 percent of the seniors agreed that the humanities enhanced their understanding of humankind's biocultural nature (criterion 29). The perceptions of seniors regarding the teaching of the humanities suggest the need for improvement in this area. It may be that program changes were experienced more by seniors than graduates.

Goal 5 consisted of 15 criteria related to the incorporation in the curriculum of the holistic concept of human wellness. For 14 of these criteria all seniors and graduates agreed that the Holistic Man Wellness Model provided the knowledge base and theories of nursing (criterion 32a), identified the multiple dimensions of man (criterion 32b), identified the environmental factors influencing wellness (criterion 32c), identified the nurse professional's role (criterion 32d), as well as identified the relationship between the dimensions of man and wellness (criterion 32e), between wellness and man's place in a health continuum (criterion 32f), between the environmental factors of wellness and the nurse core plan (criterion 32g), and between the role of the professional nurse and observed patient behaviors (criterion 32b).

There was unanimous agreement among seniors and graduates concerning the four assumptions (criteria 33a-d) underlying the Holistic Man Wellness Model. These assumptions were associated with man's bio-psychosocial cultural being, state of wellness, environmental factors, and overall state of harmony. Seniors and graduates also agreed that Holistic Man Wellness Models provided a rationale for nursing actions (criterion 34a), facilitating the promotion of wellness (criterion 34b), participating in health maintenance activities (criterion 34c), and supporting man's life patterns (criterion 34e). However, all graduates and 94.1 percent of the seniors believed that the Holistic Man Wellness Model was a suitable framework to restore optimum wellness (criterion 34d).

Goal 6 was measured by six criteria pertaining to the learning needs of employed registered nurses. All seniors and graduates of the RN Pathway program agreed that the various courses were taught annually (criterion 55a), and more than 91 percent of the seniors and 97 percent of the graduates agreed that each of the major courses generally had multiple sections. More than 95 percent of the seniors and graduates felt that their courses were intrinsically motivating (criterion 35d). In addition, 94.1 percent of the seniors and 85.4 percent of the graduates indicated that instructors individualized their course requirements to meet the special needs of the students (criterion 35f).

There was disagreement between seniors and graduates with respect to the availability of child care facilities (criterion 35e) and day and evening scheduling of the same class (criterion 35c). Specifically, 52.9 percent of the seniors but only 6.3 percent of the graduates agreed that they had access to conveniently located child care facilities, and 70.6 percent of the seniors and 18.8 percent of the graduates indicated that there were day and evening sessions of the same class. These feelings suggest a need for improvement to be discussed in the next chapter.

Goal 7 related to the extent to which the RN Pathway program prepared seniors and graduates effectively as health care specialists. Of the seven criteria used to measure the attainment of Goal 7, all seniors and graduates agreed that the RN Pathway program prepared them to care for people at any stage of wellness (criterion 36a), to practice within the present health care system (criterion 36b), to be innovative in order to promote wellness (criterion 36c), to pursue graduate nurse training (criterion 36d), and to assume leadership roles in nursing (criterion 36e). Less than 71 percent of the seniors but nearly 98 percent of the graduates agreed that their nursing education prepared them to initiate change (criterion 36f). This finding may reflect the perceptions of some seniors that the initiation of change occurs after graduation. Also, 55.9 percent of the seniors and 60.4 percent of the graduates agreed that they were not well prepared by the RN Pathway program to conduct research (criterion 36g). This finding is not surprising since the program emphasized entry level skills for baccalaureate graduates in nursing.

Seniors and graduates agreed unanimously that they progressed smoothly through the RN Pathway Program (Goal 8)and received appropriate college credit for acquired skills (Goal 9). That is, the faculty encouraged the students to use the various academic facilities (criterion 37a), student tutors (criterion 37b), and laboratory assistants (criterion 37c) to enhance learning. Moreover, all seniors and graduates agreed that a portfolio was kept on each student (criterion 37e) and that the faculty were dedicated professionals (item 37d).

In addition, all seniors and graduates agreed that they were able to receive nursing credits through equivalent course work in the liberal arts or sciences (criterion 37f), experience related knowledge (criterion 37g), transfer credits (criterion 37h), and proficiency examinations (criterion 37i).

Goal 10 dealt with an examination of learning experiences appropriate to a bachelor's degree in nursing. All seniors and graduates agreed that the RN Pathway Program included opportunities for decision making and independent judgment (criterion 37j), and provided the skills necessary for continued professional growth (criterion 37-l). However, 67.6 percent of the seniors and 45.8 percent of the graduates felt positively about the ongoing contribution of research to the nursing curriculum (criterion 37k). The perceptions of seniors and graduates pertaining to criteria 37g and k have implications for undergraduate as compared to graduate degree nursing programs. Finally, 67.6 percent of the seniors and 83.3 percent of the graduates agreed that full-time students are able to complete RN Pathway Program requirements in two years (criterion 37m).

In summary, the findings related to Research Question 1 suggested many strengths and several areas of weakness in the RN Pathway program. Specifically, seniors and graduates of the program were unanimous in their agreement regarding 37 (51.4%) of 72 criteria (criteria 1, 4, 13, 16, 23, 32a-34c, 34e, 35a, 36a-e, 37a, 37c-j, 37-l). The need for improvement was found related to eight (10.8%) of the criteria (criteria 17, 29, 35c and e, 36f and k, 37m). Furthermore, although a majority of seniors and graduates were in agreement with criteria 5, 8, and 11, there were differences in their perceptions.

Research Question 2; To what extent does the RN Pathway Program prepare nurses who are able to:

a. synthesize and apply knowledge from nursing, the social sciences, and the humanities?

b. use effectively the nursing process to promote, maintain, and/or restore optimum wellness?

c. use proficient educational methods and techniques in implementing patient health and wellness education?

d. provide understanding and insight into the social forces that affect the wellness of society?

e. initiate interdisciplinary activities to plan, implement, and evaluate health care?

f. critically analyze and apply findings of research in addressing problems and issues in health care?

g. mobilize individuals, families, and communities in identifying health needs?

h. continue their professional growth throughout their careers?

i. fulfill leadership roles achieving desired change to improve health care systems and services?

Table 3 (Appendix D) represents the distribution of positive responses (agree and strongly agree) related to ability of RN Pathway Program seniors and graduates to achieve nine instructional objectives. The data in this table reveal that all seniors and graduates agreed with four of the six criteria associated with Objective 1. That is, seniors and graduates of the RN Pathway Program indicated that they are able to analyze and discuss the theoretical constructs of nursing (criterion 38a), to discuss applying the nursing process to client care delivery (criterion 38d), to select (criterion 38e) and to integrate (criterion 38f) principles from a variety of disciplines to prove a rationale for health care. All of the seniors and 95.8 percent of the graduates agreed that they are able to analyze critically emerging goals and standards of nursing (criterion 38b). However, while 94.1 percent of the seniors felt that they were able to examine nursing and health related research scientifically, only 41.7 percent of the graduates concurred (criterion 38c). The differences in the perceptions of seniors and graduates reemphasize the need for improved nurse training in reserach related areas.

With respect to Objective 2, all of the seniors and all but one of the graduates indicated they had the ability to assess man's many dimensions (criterion 38g), to examine the pattern of the client's life process (criterion 38h),

Table 3

Perceptions of Seniors and Graduates as to the Extent that Criterion Measures of Nine Instructional Objectives Were Satisfied

Objectives, Criteria and Item Numbers	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
	f	%	f	%
Objective 1; Synthesize and apply knowledge from nursing, the social sciences, and the humanities in developing a rationale for health care				
38. As a senior or graduate of the RN Pathway Program, I am able to:				
a. analyze and discuss theoretical nursing	34	100.0	48	100.0
b. analyze nursing goals and standards	34	100.0	46	95.8
c. utilize scientific inquiry	32	94.1	20	41.7*
d. discuss the nursing process	34	100.0	48	100.0
e. select and provide rationale	34	100.0	48	100.0
f. integrate knowledge	34	100.0	48	100.0
Objective 2; Effectively use the nursing process to promote, maintain, and/or restore optimum wellness				
38. As a senior graduate of the RN Pathway Program, I am able to:				
g. assess man	34	100.0	48	100.0
h. examine patterns of life	34	100.0	48	100.0
i. formulate a statement of wellness	34	100.0	41	85.4
j. plan for wellness	34	100.0	48	100.0
k. order health objectives	34	100.0	47	97.9
l. choose rationale	34	100.0	48	100.0
m. evaluate success	34	100.0	48	100.0
n. select alternate strategies	34	100.0	48	100.0
Objective 3; Be proficient in the area of educational methods and techniques in implementing patient health and wellness education				
38. As a senior or graduate of the RN Pathway Program, I am able to:				
o. use techniques effectively	33	97.1	47	97.9
p. stimulate discussions	31	91.2	44	91.7
q. provide feedback	28	82.4*	48	100.0
r. establish relationships	34	100.0	48	100.0
s. evaluate performance	34	100.0	48	100.0
t. effectively enhance learning	32	94.1	48	100.0
u. facilitate learners	31	91.2	48	100.0

Table 3 (continued)

Objectives, Criteria and Item Numbers	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 75)	
	f	%	f	%
Objective 4; Demonstrate an understanding of and insight into the social forces that affect the wellness of society				
39. As a graduate of the RN Pathway Program, I can identify and understand the causes and effects of:				
a. displacement	--	--	44	91.7
b. drugs and alcohol	--	--	48	100.0
c. crime	--	--	48	100.0
d. mass communication	--	--	48	100.0
e. costs of health	--	--	48	100.0
f. population mobility	--	--	48	100.0
g. poverty and unemployment	--	--	48	100.0
Objective 5; Initiate interdisciplinary activities to plan, implement and evaluate health care				
40. As a graduate of the RN Pathway Program I can effectively:				
a. assess health	--	--	48	100.0
b. transform needs	--	--	48	100.0
c. promote wellness	--	--	48	100.0
d. arrange for learning	--	--	48	100.0
e. select educational objectives	--	--	45	93.8
f. evaluate objectives achieved	--	--	48	100.0
g. assess learning outcomes	--	--	48	100.0
Objective 6; Critically analyze and apply the findings of research in addressing problems and issues in health care				
40. As a graduate of the RN Pathway Program, I can effectively:				
h. differentiate between basic and applied sciences	--	--	42	87.5
i. relate research findings	--	--	44	91.7
j. analyze research	--	--	12	25.0*
k. scan relevant journals	--	--	48	100.0
Objective 7; Mobilize individuals, families, and communities in identifying health needs				
40. As a graduate of the RN Pathway Program, I can effectively:				
l. interpret data	--	--	48	100.0
m. translate into goals	--	--	42	87.5
n. involve citizens in health programs	--	--	35	72.9*
o. interpret health programs	--	--	48	100.0
p. establish working relationships	--	--	48	100.0

Table 3 (continued)

Objectives, Criteria and Item Numbers	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
	f	%	f	%
Objective 8; Continue their professional growth throughout their careers				
41. As a senior in or a graduate of the RN Pathway Program I have:				
a. intellectual curiosity	34	1000	48	100.0
b. a systematic method of inquiry	34	100.0	42	87.5
c. commitment to personal growth	34	100.0	48	100.0
d. demonstrated responsibility and accountability	34	100.0	48	100.0
e. a plan for self development	34	100.0	48	100.0
f. developed a process to enhance performance	34	100.0	48	100.0
g. made use of resources	34	100.0	48	100.0
Objective 9; Fulfill leadership roles in achieving desired change to improve health care systems and services				
42. As a senior in or graduate of the RN Pathway Program, I can:				
a. describe change	25	73.5*	35	72.9*
b. initiate change	22	64.7*	48	100.0
c. implement change	28	82.4*	48	100.0
43. In implementing the change process I am fully aware of:				
a. the role of change agent	34	100.0	48	100.0
b. the influence of experiences	34	100.0	48	100.0
c. the influence of conflict	34	100.0	48	100.0
d. the forces of resistance	34	97.1	48	100.0

*$p < .05$.

to plan the desired level of wellness (criterion 38j), and to prioritize short and long term health objectives (criterion 38k). Moreover, all seniors and graduates reported that they were able to choose nursing strategies based upon achieving planned objectives (criterion 38-l), to evaluate the success of nursing objectives (criterion 38m), and to plan alternatives until all health objectives were achieved (criterion 38n). In addition, all seniors and 85.4 percent of the graduates agreed that they had the ability to describe in writing an observed level of wellness and its etiological factors (criterion 38i).

Objective 3 related to the ability of RN Pathway Program seniors and graduates to use educational methods to implement health and wellness education. All seniors and graduates agreed that they are able to establish the necessary rapport with adult learners (criterion 38r), and to assess learner performance accurately (criterion 38s). In addition, all graduates and 92.6 percent of the seniors indicated an ability to use audio-video techniques to enhance learning (criterion 38t), and to serve as a resource person among self-directed learners (criterion 38a). Approximately 95 percent of the seniors and graduates indicated that they are able to use a variety of platform techniques (criterion 38o) and small group discussion methods (criterion 38p) to enhance learning. All graduates and 82.4 percent of the seniors reported an ability to provide meaningful feedback to learners (criterion 38q), suggesting an area of concern among seniors.

Objectives 4 through 7 examined the extent that the RN Pathway Program enabled its graduates to achieve various instructional objectives. With respect to Objective 4, all graduates reported that they understand the causes and effects of drug and alcohol abuse (criterion 39b), and crime and delinquency (criterion 39c), as well as the increase in mass communication (criterion 39d), health care costs (criterion 40e), population mobility (criterion 40f), and inner-city poverty and unemployment (criterion 40g). In addition 91.7 percent of the graduates indicated that they understand the causes and effects of increased displacement among homemakers (criterion 39a).

Graduates of the RN Pathway Program were almost unanimous in reporting their ability to achieve the professional behaviors associated with Objective 5. All graduates agreed that they are able to assess health needs (criterion 40a), change needs into educational objectives (criterion 40b), promote wellness education (criterion 40c), provide for appropriate learning facilities (criterion 40d), evaluate success of objectives (criterion 40f), and assess participant satisfaction with health care (criterion 40g). Also, 93.8 percent expressed positive attitudes about their ability to select the appropriate techniques and materials for carrying the various educational objectives (criterion 40e).

For Objectives 6 and 7, graduates were somewhat divided about their ability to carry out the various professional behaviors. All graduates of the RN Pathway Program expressed confidence in their ability to scan professional journals of interest (criterion 40k), interpret data related to community needs (criterion 40-1), explain health care programs to concerned citizens (criterion 40o), and work closely with community groups (criterion 40p). More than 91 percent of the graduates agreed that they are able to apply research findings to nursing care among people at different levels of wellness (criterion 40i). More than 87 percent of the graduates felt positive about their ability to translate community needs into health goals (criterion 40m). Nearly 73 percent of the graduates indicated that they could involve the community in the planning and operation of health care programs (criterion 40n), suggesting a need for improvement. However, only 25 percent of the graduates were positive about their ability to critically evaluate the findings of research and apply these findings to people at different levels of wellness (criterion 40j). The implications of this finding and other research related criteria are discussed in the next chapter.

Seniors and graduates were nearly unanimous about the ability to grow as professionals throughout their careers (Objective 8). Translated into specific behaviors, seniors and graduates reported a curiosity about man and his world (criterion 41a), an interest in further self-understanding (criteria 41b and f), a commitment to personal growth (criteria 41c and e), a feeling of responsibility and accountability to nursing care clients of all ages (criterion 41d), and a desire to enhance personal learning through the resources of co-workers and supervisors (criterion 41g).

With respect to the ability to fulfill leadership roles (Objective 9), almost all seniors and graduates reported positive feelings about their understanding of the facts of the change process (criteria 43a-d). In addition, all graduates agreed that they are capable of planning (criterion 42b) and implementing (criterion 42c) changes related to the improvement of health care programs. This compared to 64.7 percent and 82.4 percent of the seniors, respectively. Approximately 73 percent of the seniors and graduates reported being able to describe the evolution of change related to social and behavioral science systems (item 42a). The foregoing findings may suggest the need for improvement in some leadership roles.

Finally, all seniors and graduates felt positive about their ability to perform 22 of the 35 (62.9%) professional behaviors. More than 90 percent of the seniors and graduates agreed that they were able to achieve the remaining 13 professional behaviors. Of the 23 professional behaviors pertaining to graduates only, 16 (65.7%) were agreed upon unanimously. Also, over 78 percent of the graduates reported confidence in their ability to achieve the seven behaviors of Objective 9.

Overall, the RN Pathway program satisfied nine specific objectives. However, there was a need for improvement in several areas. Differences in the perceptions of seniors and graduates were found related to criteria 38c and q, and 42b and c. Graduates indicate program weaknesses regarding criteria 40j and n. Also, the perceptions of seniors and graduates revealed their concern about criterion 42a.

Research Question 3; Are there significant difference between the perceptions of seniors and graduates regarding the attainment of 10 program goals?

Hypothesis 1; There are no significant differences between the mean scores of seniors and graduates regarding the attainment of 10 program goals.

A t test for uncorrelated samples was used to test Hypothesis 1. The independent variable was group membership, seniors and graduates, and the dependent variables were perceived attainment of the 10 program goals of the RN

Pathway Program. The results of data analysis, summarized in Table 4, provide evidence to reject the null hypothesis with respect to six program goals. There was a significant difference in the mean scores of seniors and graduates related to Program Goal 3, $t(80) = 4.75$, $p < .01$. Seniors ($M = 19.353$) reported significantly higher mean scores than graduates ($M = 17.792$) concerning whether the RN Pathway Program provides adequate counseling services.

There was a significant difference in the mean scores of seniors and graduates related to Goal 4, $t(54.89) = -4.97$, $p < .01$. This finding suggested that graduates ($M = 23.729$) of the RN Pathway Program reported significantly higher mean scores than seniors ($M = 20.588$) concerning whether a useful base of liberal studies is provided by the Program.

In addition, a significant difference was found in the mean scores of seniors and graduates for the items of Program Goal 5, $t(35.94) = -4.24$, $p < .01$. Graduates ($M = 89.583$) of the RN Pathway Program reported significantly higher mean scores than their senior counterparts ($M = 87.765$) pertaining to whether the program incorporates a holistic concept of human wellness throughout the curriculum.

A significant difference was found in the mean scores of seniors and graduates regarding Program Goal 6, $t(77.79) = 6.51$, $p < .01$. Seniors ($M = 24.657$) in the RN Pathway Program had significantly higher mean scores than graduates

Table 4

Summary of t Tests on the Attainment of 10 Program Goals Between Seniors and Graduates of the RN Pathway Program

Program Goal	M	SD	df[c]	t Value
1				
Seniors[a]	58.38	11.01	46.82	0.23
Graduates[b]	57.90	5.99		
2				
Seniors	30.47	5.30	38.55	1.84
Graduates	28.73	1.82		
3				
Seniors	19.35	1.56	80.00	4.75*
Graduates	17.79	1.39		
4				
Seniors	20.59	3.18	54.89	-4.97*
Graduates	23.73	2.12		
5				
Seniors	87.77	2.45	35.94	-4.24*
Graduates	89.58	0.61		
6				
Seniors	24.65	2.24	77.79	6.51*
Graduates	20.29	3.80		
7				
Seniors	31.12	2.19	80.00	-3.32*
Graduates	32.58	1.81		
8				
Seniors	24.79	0.41	70.75	6.18*
Graduates	23.90	0.88		

Table 4 (continued)

Program Goal	M	SD	df[c]	t Value
9				
Seniors[a]	20.00	0.00	80.00	0.84
Graduates[b]	19.98	0.14		
10				
Seniors	17.15	2.58	41.66	1.20
Graduates				

[a] n = 34.

[b] n = 48.

[c] Fractional degrees of freedom indicate a separate variance estimate.

*$p < .05$.

(M = 20.29) related to whether the program meets the unique educational needs of employed registered nurses.

Seniors and graduates were also found to have significantly different mean scores related to the attainment of Program Goals 7 ($t(80) = -3.32$, $p < .01$) and 8 ($t(70.75) = 6.18$, $p < .01$) by the RN Pathway Program. With respect to Goal 7, graduates (M = 32.583) reported significantly higher mean scores than seniors (M = 31.12) concerning whether the program prepares students to effectively function as generalists in a variety of health care settings.

For Program Goal 8, seniors (M = 24.79) had significantly higher mean scores than graduates (M = 23.90) concerning whether the RN Pathway Program facilitates the orderly progression of students through the program, t(70.75) = 6.18, $p < .01$. There were no other significant findings.

In summary, seniors more than graduates tended to have significantly higher mean scores related to providing adequate counseling services (Goal 3), meeting the unique educational needs of employed registered nurses (Goal 6), and facilitating the orderly progression of students through the program (Goal 8). On the other hand, graduates more than seniors tended to have significantly higher mean scores related to providing a useful base of liberal studies (Goal 4), incorporating a holilstic concept of human wellness throughout the curriculum (Goal 5), and preparing students to effectively function as generalists in a variety of health care settings (Goal 7).

Research Question 3; Are there significant differences between the perceptions of seniors and graduates regarding their ability to achieve nine instructional objectives?

Hypothesis 2; There are no significant differences between mean scores of seniors and graduates regarding their ability to achieve nine instructional objectives.

A t test for uncorrelated samples was used to test Hypothesis 2. The independent variable was group membership, seniors and graduates, and the dependent variable was the perceived achievement of the criteria used to measure the nine instructional objectives of the RN Pathway Program. Because instructional objectives 4 through 7 examined the achievement of professional behaviors among graduates only, a t test was not performed. The results of data analyses, summarized in Table 5, provide evidence to reject the null hypothesis for the remaining five instructional objectives. In particular, there was a significant difference in the mean scores of seniors and graduates with respect to Objective 1, $t(78.04) = 6.09$, $\underline{p} < .01$. Seniors ($\underline{M} = 29.03$) had significantly higher mean scores than graduates ($\underline{M} = 27.46$) concerning their ability to synthesize and apply knowledge from nursing, the social sciences, and the humanities in developing a sound rationale for health care.

A significant difference in the mean scores of seniors and graduates of the RN Pathway Program was found regarding the achievement of professional behaviors related to Objective 2, $t(80) = 3.14$, $\underline{p} < .01$. That is, seniors ($\underline{M} = 39.56$) reported significantly higher mean scores than graduates ($\underline{M} = 38.88$) associated with their ability to effectively use the nursing process to promote, maintain, and/or restore optimum wellness.

There was also a significant difference in the mean scores of seniors and graduates of the RN Pathway Program

Table 5

Summary of t Tests on the Achievement of Five Instructional Objectives Between Seniors and Graduates of the RN Pathway Program

Program Objective	M	SD	df[c]	t Value
1				
Seniors[a]	29.03	0.87	78.04	6.09*
Graduates[b]	27.46	1.46		
2				
Seniors	39.56	0.99	80.00	3.14*
Graduates	38.88	0.96		
3				
Seniors	29.53	3.22	38.21	-6.56*
Graduates	33.29	1.07		
8				
Seniors	35.00	0.00	80.00	4.64*
Graduates	34.04	1.20		
9				
Seniors	29.79	2.41	47.13	-7.27*
Graduates	33.10	1.33		

[a] n = 34.

[b] n = 48

[c] Fractional degrees of freedom indicate a separate variance estimate.

*$p < .05$.

related to the achievement of the professional behaviors of Objective 3, t(38.21) = -6.56, *p* < .01. In contrast, graduates (*M* = 33.292) reported significantly higher mean scores than seniors (*M* = 29.53) concerning their proficiency in using educational methods and techniques in implementing patient health and wellness education.

Finally, there was a significant difference in the mean achievement scores of seniors and graduates of the RN Pathway Program associated with the professional behaviors of Objectives 8 (t(80) = 4.64, *p* < .01) and 9 (t(47.13) = -7.27, *p* < .01). With respect to Objective 8, seniors (*M* = 35.00) reported significantly higher mean scores than graduates (*M* = 34.04) associated with the ability to prepare students to continue professional growth throughout their careers. In contrast, graduates (*M* = 33.10) recorded significantly higher mean scores than seniors (*M* = 29.79) related to the achievement of the professional behaviors of Objective 9. These behaviors addressed the ability of students to fulfill leadership roles in achieving desired change to improve health care systems and services.

In summary, seniors more than graduates tended to have significantly higher mean scores related to synthesizing and applying knowledge from nursing, the social sciences, and the humanities in developing a sound rationale for health care (Objective 1), effectively using the nursing process to promote, maintain, and/or restore optimum wellness (Objective 2), and continuing professional growth throughout their careers (Objective 8). In contrast, graduates more than seniors tended to have significantly higher mean scores related to being proficient in the area of educational methods and techniques in implementing patient health, and wellness education (Objective 3), and fulfilling leadership roles in achieving desired change to improve health care systems and services (Objective 9).

Research Question 4; Is there a relationship between the selected characteristics (age, number of dependents, type of basic nursing training, length of time required to complete the program, number of years as a practicing nurse, membership in American Nurses Association and present employment as a nurse) of senior and graduates and their perception of attainment of 10 program goals and nine instructional objectives?

Hypothesis 3; The seven selected characteristics of the respondents are not related to their perceptions of attainment of 10 program goals and 9 instructional objectives.

The results of data analysis related to the intercorrelation of selected demographic characteristics and 10 instructional goals, and 9 program objectives are presented in Tables 6 and 7, respectively. Results indicated that there was evidence to reject the null hypothesis with respect to 34 (29.8%) of the 114 correlation coefficients calculated. Type of training was coded 1 for diploma and 0 for associate degree; membership in the American Nurses Association was coded 1 for yes and 0 for no. Since all of the seniors and graduates of the RN Pathway Program were currently employed as nurses, the coefficients for this factor could not be calculated.

Examination of the data in Table 6 indicates that of the 60 coefficients calculated, 22 (36.7%) were significant. These coefficients ranged from -.47 to .44 with a mean of -.08 and a median of -.27. In particular, there was a significant correlation between age ($\underline{r} = -.36$, $\underline{p} < .01$) and years in nursing ($\underline{r} = -.39$, $\underline{p} < .01$) and Goal 1. These coefficients suggested that younger or less experienced nurses were more likely to report significantly higher scores related to the quality of instruction of the RN Pathway Program than older or more experienced nurses.

A significant correlation was found between years in nursing and Goal 2 ($\underline{r} = -.28$, $\underline{p} < .01$), suggesting that less experienced nurses tend to have significantly higher scores related to the facilities and resources provided by the RN Pathway Program than older or more experienced nurses. There was also a significant correlation between age ($\underline{r} = -.33$, $\underline{p} < .01$), years in nursing ($\underline{r} = -.47$, $\underline{p} <$

Table 6

Intercorrelation Between Selected Demographic Characteristics and Perceptions of the Achievement of 10 Program Goals in the RN Pathway Program
(N = 82)

	Demographic Variable					
Program Goal	Age	Dependents	Years to Complete Nursing Program	Years in Nursing	Type of Training	Membership in ANA
1	-.36**	.02	-.08	-.39**	-.16	-.03
2	-.12	-.13	-.11	-.28**	-.14	-.07
3	-.33**	-.10	.11	-.47**	-.27**	-.07
4	-.24*	.27**	-.13	-.07	-.05	-.07
5	.24*	.12	-.05	.44**	.23*	.03
6	-.38**	.10	.20*	-.42**	-.44**	.08
7	-.17	-.11	-.22*	.24*	.15	.02
8	-.32**	.05	.14	-.40**	-.30**	.05
9	-.11	.02	-.02	-.11	-.12	-.07
10	.42**	.00	.16	.38**	.12	-.06

*$p < .05$.

**$p < .01$.

.01), type of training ($r = -.27$, $p < .01$), and Goal 3. These coefficients indicated that younger or less experienced nurses, or nurses who had an associate degree, reported significantly higher scores regarding the quality of counseling services of the RN Pathway Program than older or more experienced nurses or nurses with a diploma.

Age ($r = -.24$, $p < .05$) and number of dependents ($r = .27$, $p < .01$) were significantly correlated to the achievement of Goal 4 of the RN Pathway Program. That is, younger nurses or those nurses with more dependents reported significantly higher scores for the quality of liberal studies provided by the RN Pathway Program than older nurses or nurses with fewer dependents.

A significant correlation was found between age and Goal 5 ($r = .24$, $p < .05$), between years in nursing and Goal 5 ($r = .44$, $p < .01$), as well as between type of training and Goal 5 ($r = .23$, $p < .05$). These relationships suggested older respondents, respondents with more years in nursing, or respondents with a diploma reported significantly higher scores related to the incorporation of a holistic concept of human wellness throughout the RN Pathway Program curriculum than younger respondents, respondents with fewer years in nursing, or respondents with an associate degree.

There was a significant correlation between age ($r = 0.39$, $p < .01$), years in the nursing program ($r = .20$, $p < .05$), years in nursing ($r = .42$, $p < .01$), types of training ($r = -.44$, $p < .01$), and Goal 6. Interpretation of these coefficients indicated that younger respondents, respondents with more years in the nursing program, respondents with fewer years in nursing, or respondents with a diploma had significantly higher scores associated with the RN Pathway Program meeting the unique educational needs of employed registered nurses.

For Goal 7, respondents with fewer years in the nursing program ($r = -.22$, $p < .05$) or respondents with more years in nursing ($r = .24$, $p < .05$) reported significantly higher scores pertaining to the preparation they received to function effectively as generalists in a variety of health care settings than respondents with more years in the nursing program or fewer years in nursing.

Finally, there was a significant correlation between age ($r = -.323$, $p < .01$), years in nursing ($r = -.40$, $p < .01$), and the achievement of Goal 8, as well as between age ($r = .42$, $p < .01$), years in nursing ($r = .38$, $p < .01$) and Goal 10. With respect to Goal 8, younger respondents or respondents with fewer years in nursing reported significantly higher scores related to the RN Pathway Program facilitating their progression through the program than older respondents or respondents with more years in nursing. In contrast, older respondents or respondents with more years in nursing reported significantly higher scores related to the RN Pathway Program offering learning experiences appropriate to Bachelor's level nursing education (Goal 10) than younger respondents or respondents with fewer years in nursing. There were no other significant correlations related to the attainment of 10 goals of the RN Pathway Program.

The data in Table 7 represent the 54 coefficients that were computed to examine the intercorrelation among selected demographic characteristics and nine instructional objectives of the RN Pathway Program. Of the coefficients calculated, 12 (22.2%) were significant with a range from -.28 to .43 with a mean of .14 and a median of .31. There was a significant correlation between respondents' number of dependents ($\underline{r} = -.26$, $\underline{p} < .01$), years in nursing ($\underline{r} = -.28$, $\underline{p} < .01$), and Objective 1 of the RN Pathway Program. Interpretation of these coefficients suggests that respondents with fewer dependents or fewer years in nursing reported significantly higher scores related to their ability to apply knowledge from nursing, the social sciences, and the humanities to a rationale for health care than respondents with more dependents or more years in nursing.

Table 7

Intercorrelation Between Selected Demographic Characteristics and Perceptions of the Achievement of Nine Instructional Objectives of the RN Pathway Program

(N = 48)

Instructional Objectives	Demographic Variable					
	Age	Dependents	Years to Complete Nursing Program	Years in Nursing	Type of Training	Membership in ANA
1	-.18	-.26**	.11	-.28**	-.07	-.06
2	-.10	.06	.15	-.13	-.17	.02
3	.21*	.03	-.12	.36**	.43**	.02
4	.32*	.01	.01	.31*	.07	-.01
5	-.09	-.13	-.06	-.14	.08	-.16
6	-.08	-.18	-.09	-.11	.12	.02
7	-.21	.14	-.08	-.18	-.15	.09
8	-.17	-.17	-.12	-.25*	-.19*	-.06
9	.25*	.06	-.11	.42**	.37**	-.04

*$p < .05$.

**$p < .01$.

Significant relationships were also found between age ($r = .21$, $p < .05$), years in nursing ($r = .36$, $p < .01$), type of training ($r = .43$, $p < .01$), and the achievement of professional behaviors associated with Objective 3. Older respondents, respondents with more years in nursing, or respondents with a diploma had significantly higher scores related to their ability to use educational methods and techniques successfully in implementing patient wellness education than respondents with fewer years in nursing or an associate degree.

With respect to Objective 4, older graduates ($r = .325$, $p < .05$) or graduates of the RN Pathway Program with more years in nursing ($r = .31$, $p < .05$) reported significantly higher scores pertaining to their ability to achieve an understanding of the social forces that affect the wellness of society than younger graduates or graduates with fewer years in nursing.

There was a significant correlation between years in nursing and Objective 8 ($r = -.25$, $p < .05$), as well as between type of training and Objective 8 ($r = -.19$, $p < .05$). Interpretation of these relationships suggests that respondents with fewer years in nursing or respondents with associate degrees recorded significantly higher scores related to their ability to achieve continued professional growth throughout their careers than respondents with more years in nursing or respondents with a diploma.

Finally, there was a significant correlation between age and Objective 9 ($r = .25$, $p < .05$), between years in nursing and Objective 9 ($t = .42$, $p < .01$), and between type of training and Objective 9 ($r = .37$, $p < .01$). These correlations indicate that older respondents, respondents with more years in nursing, or respondents with diploma training reported significantly higher scores regarding their ability to fulfill leadership roles to improve health care systems and services.

Of the 50 coefficients calculated pertaining to the relationship among selected demographic characteristics and nine program goals, 22 (44.0%) were significant. For the relationship among selected demographic characteristics and nine instructional objectives, 45 coefficients were calculated. Of this number, 12 (26.7%) were significant.

Additional Findings

All but five criteria on the questionnaire were included as measures of 10 program goals and nine instructional objectives pertaining to the RN Pathway Program. The findings related to these criteria indicated that 94.1 percent (or 32) of the seniors and 60.4 percent (or 29) of the graduates agreed that the program makes information available about graduate education, various fellowship and federal programs (criterion 25). This corresponded to 79.4 percent (or 27) of the seniors and 33.3 percent (or 16) of the graduates who reported that the RN Pathway Program provided ready access to faculty and counselors (criterion 26). The relatively low level of agreement among seniors and graduates of the program suggests that improvement is needed in these areas.

In addition, all graduates of the RN Pathway Program agreed that they understood the causes and effects of the increase in the rate of change in science and technology (criterion 39h), the deterioration of the environment (criterion 39i), and the number of older adults in society (criterion 39j).

Summary

Five research questions and three hypotheses corresponding to research questions 3, 4, and 5 were analyzed using a variety of statistical techniques. Tables 8-10 represent the results of data analysis with respect to Research Questions 1 and 2. Table 8 presents the possible range of scores, midpoints and means for each of the program goals and instructional objectives of the RN Pathway program. These data indicate that the mean scores of the seniors and graduates exceeded the midpoint for each of the goals and objectives of the RN Pathway program.

Table 9 represents a summary of the distribution of responses related to the 10 program goals of Research

Table 8

Potential Range of Scores, Midpoints, and Means Assigned to the Goals and Objectives of the RN Pathway Program

Goals/ Objectives	Potential Range	Midpoint	*M*
Goals			
1	13-65	59	58.10
2	7-35	21	29.45
3	4-20	12	18.44
4	5-25	15	22.43
5	17-85	51	84.39
6	6-30	18	22.10
7	7-35	21	31.98
8	5-25	15	24.27
9	4-20	12	19.99
10	4-20	12	16.82
Objectives			
1	6-30	18	28.11
2	8-40	24	39.16
3	7-35	21	31.73
4	7-35	21	33.90
5	7-35	21	34.21
6	4-20	12	13.85
7	5-25	15	21.71
8	7-35	21	34.44
9	7-35	21	31.73

Question 1. Examination of this table indicates that, in general, the seniors and gradutes agreed that the 10 instructional goals were achieved. In particular, the 10 goals as measured by 72 criteria were agreed upon by an average of 91.9 percent of the seniors and 91.3 percent of the graduates.

Table 9

Frequency Distribution and Percentage Agreement Among Seniors and Graduates Regarding the Attainment of 10 Program Goals by the RN Pathway Program

	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
Program Goals	f	%	f	%
To what extent does the RN Pathway Program				
1. provide the quality of instruction to meet the needs of registered nurses?	30.46	89.6	45.23	94.2
2. provide adequate facilities and resources?	30.00	88.2	41.57	86.6
3. provide adequate counseling services?	33.75	99.3	47.25	98.4
4. provide a useful base of liberal studies?	30.00	88.2	47.00	97.9
5. incorporate a holistic concept of human wellness throughout the curriculum?	33.88	99.7	48.00	100.0
6. meet the unique educational needs of employed registered nurses?	28.00	82.4	31.50	65.6
7. prepare students to effectively function as generalists in a variety of health care settings?	29.86	87.8	43.71	91.1
8. facilitate the orderly progression of students through the program?	34.00	100.0	46.40	97.1

Table 9 (continued)

	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
Program Goals	f	%	f	%
9. provide appropriate college credit for providing acquired skill and technology?	34.00	100.0	48.00	100.0
10. offer learning experiences appropriate to Bachelor's level nursing education?	28.50	83.8	39.50	82.3

The data in Table 10 represent the distribution of responses related to the nine instructional objectives specified in Research Question 2. In general, seniors and graduates agreed that the nine objectives were achieved. The nine objectives were measured by 58 criteria. Thirty-five criteria were divided into five objectives which pertained to seniors and gradutes. Results indicated that an average of 96.2 percent of the seniors and 96.1 percent of the graduates agreed that Objectives 9-3, 9 and 10 were achieved. The remaining 23 criteria comprising four objectives dealt with the responses of only graduates of the RN Pathway program. An average of 91.5 percent of the graduates agreed that Objectives 4-7 were achieved.

Table 10

Frequency Distribution and Percentage Agreement Among
Seniors and Graduates of the RN Pathway Program
Regarding Their Ability to Achieve
Nine Instructional Objectives

	Strongly Agree or Agree			
	Seniors (*n* = 34)		Graduates (*n* = 48)	
Instructional Objectives	*f*	%	*f*	%
To what extent does the RN Pathway Program prepare nurses who are able to:				
1. synthesize and apply knowledge from nursing, the social sciences and the humanities?	33.67	99.0	43.00	89.6
2. use effectively the nursing process to promote, maintain, and/or restore optimum wellness?	34.00	100.0	47.00	97.9
3. use proficient educational methods and techniques in implementing patient health and wellness education?	31.86	93.7	47.29	98.5
4. provide understanding and insight into the social forces that affect the wellness of society?	--	--	47.43	98.8
5. initiate interdisciplinary activities to plan, implement, and evaluate health care?	--	--	47.57	99.1
6. critically analyze and apply findings of research in addressing problems and issues in health care?	--	--	36.50	76.0

Table 10 (continued)

	Strongly Agree or Agree			
	Seniors (_n_ = 34)		Graduates (_n_ = 48)	
Instructional Objectives	_f_	%	_f_	%
7. mobilize individuals, families, and communities in identifying health care needs?	--	--	44.20	92.1
8. continue their professional growth throughout their careers?	34.00	100.0	47.14	98.2
9. fulfill leadership roles achieving desired change to improve health care systems and services?	30.00	88.2	46.14	96.1

With respect to Research Question 3, there were significant differences in the mean scores of seniors and graduates for Program Goals 3 through 8. In particular, seniors had significantly higher mean scores than graduates regarding the RN Pathway Program's ability to provide adequate counseling facilities (Goal 3), to meet the unique educational needs of employed registered nurses (Goal 6), and to facilitate the orderly progression of students through the program (Goal 8). In contrast, graduates had significantly higher mean scores than seniors pertaining to the ability of the RN Pathway Program to provide a useful base of liberal studies (Goal 4), to incorporate a holistic concept of human wellness throughout the curriculum (Goal 5), and to prepare students to effectively function as generalists in a variety of health care settings (Goal 7).

Since four instructional objectives of the RN Pathway Program applied to graduates only, Research Question 4 examined the differences between seniors and graduates on the remaining five objectives. Results revealed that seniors reported significantly higher mean scores than graduates related to the ability to use knowledge from nursing and other disciplines in developing a rationale for health care (Objective 1), to use the nursing process to provide optimum wellness (Objective 2), and to continue their careers (Objective 8). Graduates reported significantly higher mean scores than seniors regarding their ability to use educational methods and techniques proficiently to provide patient health and wellness education (Objective 3), and to fulfill leadership roles in achieving desired change to improve health care systems and services (Objective 9).

Research Question 5 relates to the relationship between each of the Goals and Objectives of the RN Pathway Program and selected demographic variables. Among the major findings, younger respondents were found to have significantly higher scores than their older counterparts related to the attainment of Program Goals 1, 3 through 6, and 8, while older respondents reported significantly higher scores than younger respondents related to the achievement of Goal 10. Respondents with more years in nursing had significantly higher scores than respondents with fewer years in nursing on Goals 1 through 3 and 6 through 8. By comparison, respondents with more years in nursing had significantly higher scores than respondents with fewer years in nursing on their ability to achieve Goal 10.

Finally, older respondents reported significantly higher scores than younger respondents pertaining to their ability to achieve Objectives 3, 4, and 9. However, respondents with fewer years in nursing reported significantly higher scores than respondents with more years in nursing pertaining to Objectives 1 and 8, while respondents with more years in nursing reported significantly higher scores than respondents with fewer years of nursing on achieving Objectives 3, 4, and 10.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A brief restatement of the purpose and methodology of the study, summary of the major findings, relevant conclusions, and recommendations for program improvement and further research are included.

Purpose

The purpose of the study was to determine the effectiveness of the Registered Nurse Pathway Program in providing the acquisition of professional nurse behaviors for employed registered technical nurses who desire a baccalaureate degree in nursing. Five research questions, including three hypotheses pertaining to research questions 3-5, were examined to determine the extent that seniors and graduates of the program agreed program goals and objectives were achieved.

The five research questions were:

1. To what extent does the RN Pathway Program:
    a. provide high quality instruction to meet the needs of registered nurses?
    b. provide adequate facilities and resources?
    c. provide adequate counseling services?
    e. provide a useful base of liberal studies?
    e. incorporate a holistic concept of human wellness throughout the curriculum?

f. meet the unique educational needs of employed registered nurses?

g. prepare students to effectively function as generalists in a variety of health care settings?

h. facilitate the orderly progression of students through the program?

i. provide appropriate college credit for providing acquired skill and technology?

j. offer learning experiences appropriate to Bachelor's level nursing education?

2. To what extent does the RN Pathway Program prepare nurses who are able to:

a. synthesize and apply knowledge from nursing, the social sciences and the humanities?

b. use effectively the nursing process to promote, maintain, and/or restore optimum wellness?

c. use proficiently educational methods and techniques in implementing patient health and wellness education?

d. provide understanding and insight into the social forces that affect the wellness of society?

e. initiate interdisciplinary activities to plan, implement, and evaluate health care?

f. critically analyze and apply the findings of research in addressing problems and issues in health care?

g. mobilize individuals, families and communities in identifying health needs?

h. continue their professional growth throughout their careers?

i. fulfill leadership roles in achieving desired change to improve health care systems and services?

3. Are there significant differences between the perceptions of seniors and graduates regarding the attainment of 10 program goals?

4. Are there significant differences between the perceptions of seniors and graduates regarding their achievement of nine instructional objectives?

5. Is there a significant relationship between the selected characteristics (age, number of dependents, type of basic nursing training, length of time required to complete the program, number of years as a practicing nurse, membership in the American Nurses Association and present employment as a nurse) of seniors and graduates and their perception of the attainment of 10 program goals and nine instructional objectives?

The three hypotheses used to examine the research questions in null form were:

1. There are no significant difference between the mean scores of seniors and graduates regarding their achievement of 10 program goals.

2. There are no significant differences between the mean scores of seniors and graduates regarding their achievement of nine program objectives.

3. The seven selected characteristics of the respondents are not related to their perceptions of the attainment of 10 program goals and nine instructional objectives.

Methodology

Using a 50 percent random sample of the seniors and graduates of the RN Pathway Program at HBSON, 48 registered nurses who were graduates and 34 currently enrolled seniors participated in this study. Each respondent completed a questionnaire packet requesting information on seven selected demographic characteristics. In addition, respondents were asked to give their perceptions on a five-point Likert-type scale to the degree of attainment of 135 criterion measures of program goals and instructional objectives. All of the respondents in this study were contacted first by mail. Follow-up phone calls and/or personal visits to nonrespondents yielded a 100 percent return.

Data analysis procedures called for the frequency distribution and percentage of responses for each of the criterion measures of 10 goals and nine objectives in research questions 1 and 2. In reserach question 3 (Hypothesis 1) and research question 4 (Hypothesis 2) differences in the mean perception scores of seniors and graduates related to each of the 10 goals and nine objectives, respectively, were tested using a t test for uncorrelated groups. For research question 5 (Hypothesis 3) Pearson's product-moment correlation coefficient was used to examine the relationship between selected demographic characteristics and each of the program goals and instructional objectives. All hypotheses were tested at the .05 level of significance.

Findings, Conclusions and Interpretations

Research Question 1 related to the achievement of the goals of the RN Pathway Program as perceived by seniors and graduates. In general, the results suggested that the RN Pathway Program successfully achieved all of its 10 stated goals. The mean agreement among seniors with respect to the achievement of the various program goals ranged from 82.4 percent for Goal 6 to 100 percent for Goals 8 and 9. For graduates the results were similar. That is, the mean agreement among graduates of the program ranged from 65.6 percent for Goal 6 to 100 percent for Goals 5 and 9.

The high level of agreement among seniors and graduates related to the majority of criterion measures of 10 program goals provided evidence of the strength of the RN Pathway Program. In particular, 95 percent or more of seniors and graduates agreed that the program provided adequate counseling services (Goal 3), incorporated a holistic concept of human wellness throughout the curriculum (Goal 5), facilitated the orderly progression of students through the program

(Goal 8), and provided appropriate college credit for acquired skill and knowledge (Goal 9).

However, for selected criteria, differences in the perceptions of seniors and graduates, as well as low percentage scores on some criteria suggested certain weaknesses in the program and the need for improvement in these areas. In particular, on the research related criteria an average of only 55.9 percent of the seniors and 42.7 percent of the graduates agreed that the RN Pathway Program prepared them to conduct research and to apply the findings of research to nursing practice. From this finding it can be suggested that the RN Pathway Program may not be sufficiently focusing on the research skills that should be emphasized. Thus, administrators of the RN Pathway Program may want to increase efforts to train and to motivate nursing students to do research.

Furthermore, the differences between seniors and graduates in research-related issues were consistent with the findings of Brogan (1982) that among graduate nursing students the completion of course work in research methodology was related to an interest in nursing research. However, it should be noted that although graduate nursing students were more interested in research activities while completing their course requirements, they did not express a significant interest in doing research in future nursing careers.

Although 89.6 percent of the seniors and 94.2 percent of the graduates agreed that the RN Pathway Program "provided the quality of instruction needed to meet the needs of registered nurses" (Goal 1), the differences between seniors and graduates on several criteria within Goal 1 suggested areas for concern. Specifically, 80.4 percent of the seniors compared to 95.1 percent of the graduates agreed that "examinations reflect course objectives," "homework assignments contribute to the achievement of course objectives," and "instructors are friendly" (criterion 11). The disparity between the perceptions of seniors and graduates may be the result of a "tightening" by the faculty of course requirements as well as a reflection of coursework experiences outside of the nursing department.

Graduates more than seniors indicated that there were "inadequate parking facilities," "the same classes were not scheduled in the day and evening," and "there was a lack of conveniently located child care facilities." Although the perceptions of seniors indicated improvement has been made in the foregoing areas, they remain areas of concern. Finding adequate parking facilities for students attending urban colleges is an ongoing problem. To increase business, private local parking facilities may be persuaded by program administrators to offer reduced rates for college students.

The finding that more than 70 percent of the seniors compared to only 18.8 percent of the graduates agreed that the same classes were scheduled in the day and evening indicates that improvement has been made in this area. However, the scheduling of day and evening classes may depend on projected student enrollment and faculty availability as well as cost considerations.

Seniors more than graduates agreed that there was access to conveniently located child care facilities. It is suggested that improvement in this area may be the result of the community responding to the needs of RN Pathway Program students. While the RN Pathway Program administrators may not be able to provide child care arrangements, local child care facilities listed in the program office may help to alleviate this need.

Finally, more than 83 percent of graduates compared to 67.7 percent of seniors agreed that they could realistically complete program requirements within two years. The decrease in the positive perceptions of seniors may reflect a strengthening of program requirements, as well as students' constraints making it difficult for some students to complete program requirements within two years.

Research question 2 related to the distribution of responses of seniors and graduates for the criterion measures of nine instructional objectives. In general, the results of the data analysis suggested that seniors and graduates felt that they were able to achieve all of the stated objectives of the RN Pathway Program. The mean agreement among seniors with respect to perceived ability to achieve the various program objectives ranged from 88.2 percent for Objective 9 to 100 percent for Objectives 2 and 8.

For graduates, the mean agreement related to perceived ability to achieve the various instructional objectives ranged from 76.0 percent for Objective 6 to 96.1 percent for Objective 10. For the criteria of three of four objectives which applied only to graduates, the level of agreement exceeded 92 percent. However, only 76.0 percent of the graduates agreed that they were able to "critically analyze and apply findings of research in addressing problems and issues in health care." Moreover, only 25.0 percent of the seniors and 41.7 percent of the graduates agreed they were able to critically analyze research in order to relate findings to practice and to utilize scientific inquiry to examine nursing and health related research.

Graduates more than seniors agreed that they could provide meaningful feedback to learners, initiate planned change in health care delivery, and implement the change process to improve the delivery of health care. The higher level of agreement among graduates may reflect the confidence that comes with years of experience after completing the

RN Pathway Program. Moreover, the foregoing findings suggest the need to increase the decision-making responsibilities of nurses and thus improve their leadership role in the implementation and delivery of health care to consumers. This suggestion is enhanced when less than 73 percent of the graduates indicated they believed they had the ability needed to "involve citizens and community groups in the planning and operation of health care programs" (criterion 40n).

Less than 74 percent of the seniors and 72.9 percent of the graduates agreed that they were able to describe the evolution of change in biological, psychological, sociological, cultural and behavioral terms. The low percentage scores on this criterion may reflect that too little attention is given to the multidisciplinary nature of nursing education.

Research Question 3 related to the differences between the mean scores of seniors and graduates regarding the attainment of 10 program goals. The results of data analysis using a t test for uncorrelated groups indicated that seniors had significantly higher mean scores than graduates related to the RN Pathway Program providing adequte counseling services (Goal 3), meeting the unique educational needs of employed registered nurses (Goal 6), and facilitating the orderly progression of students through the program (Goal

8). In contrast, graduates had significantly higher mean scores than seniors pertaining to the RN Pathway Program providing a useful base of liberal studies (Goal 4), incorporating a holistic concept of human wellness throughout the curriculum (Goal 5), and preparing students to effectively function as generalists in a variety of health care settings (Goal 7).

An examination of the criteria used to assess Goals 3, 6 and 8 suggests that seniors more than graduates had higher mean scores on school-based criteria. That is, the various criteria for the foregoing goals focused on factors generally related to the curriculum, academic requirements and the learning environment. On the other hand, graduates more than seniors had higher mean scores on the criteria for Goals 4, 5, and 7. These goals emphasized the application of school-based learning experiences to work-related professional behaviors of employed registered nurses with a baccalaureate degree.

In addition, while it may be concluded that there were significant differences in the mean scores of seniors and graduates on the attainment of six of 10 program goals of the RN Pathway Program, the perceptions of seniors and graduates were the same in terms of the RN Pathway Program providing high quality instruction (Goal 1), providing adequate facilities and resources (Goal 2), providing college credit for previously acquired skill and technology (Goal 9), and offering learning experiences appropriate to Bachelor's level nursing education (Goal 10).

Research Question 4 related to the difference between the mean scores of seniors and graduates regarding ability to achieve nine instructional objectives. The results of data analysis using a t test for uncorrelated groups indicated that seniors had significantly higher mean scores than graduates of the RN Pathway Program pertaining to the ability to synthesize and apply knowledge from nursing, the social sciences and the humanities, to use effectively the nursing process to promote, maintain, and/or restore optimum wellness, and to continue professional growth throughout their careers. In contrast, graduates had significantly higher mean scores than seniors of the RN Pathway Program concerning the ability to use proficiently educational methods and techniques in implementing health and wellness education, and to fulfill leadership roles achieving desired change to improve health care systems and services.

It may be concluded from the findings that there were significant differences between seniors and graduates regarding their training, skills, and knowledge to perform effectively the role of professional nurse. In particular, the mean scores of graduates were significantly higher than the mean scores of seniors related to proficiency in the area of educational methods and techniques in implementing patient health and wellness education (Objective 3), and to fulfilling leadership roles in achieving desired change to improve health care systems and services (Objective 9), concerned health care implementation and improvement, respectively. It may be that the time since graduation explains the difference in perceived ability. That is, the years of experience acquired since completing the RN Pathway Program may have reinforced the ability and confidence of its graduates to carry out specified professional nursing behaviors.

Furthermore, the finding that seniors had significantly higher mean scores than graduates related to synthesizing and applying knowledge from nursing, the social sciences, and the humanities in developing a sound rationale for health care (Objective 1), effectively using the nursing process to promote, maintain, and/or restore optimum wellness (Objective 2), and continuing their professional growth throughout their careers (Objective 8), may be the result of a combination of factors. The seniors may be influenced by coursework and related experiences as opposed to the perceptions of graduates influenced by the additional independent work-related experiences.

Research Question 5 related to the relationship between selected personal characteristics of seniors and graduates and their perceptions of the attainment of 10 program goals and nine instructional objectives. The results of data analysis producing correlation coefficients indicated that younger nurses were more likely than older nurses to agree that the RN Pathway Program provided high quality instruction to meet the needs of registered nurses (Goal 1), adequate counseling services (Goal 3), and a useful base of liberal studies (Goal 4). Younger nurses were also more likely than older nurses to agree that the RN Pathway Program met the unique educational needs of employed registered nurses (Goal 6), and facilitated the orderly progression of students through the program (Goal 8).

On the other hand, older nurses reported significantly higher scores than younger nurses related to incorporating a holistic concept of human wellness throughout the curriculum (Goal 5), and offering learning experiences appropriate to Bachelor's level nursing education (Goal 10). Also, older nurses reported significantly higher scores than younger nurses pertaining to their ability to be proficient in the area of education methods and techniques in implementing patient health and wellness education (Objective 3), to demonstrate an understanding of and insight into the social forces that affect the wellness of society (Objective 4), and to fulfill leadership roles in achieving desired change to improve health care systems and services (Objective 9).

Nurses with fewer dependents scored significantly higher related to synthesizing and applying knowledge from nursing, the social sciences, and the humanities in developing a sound rationale for health care (Objective 1) than nurses with more dependents, while nurses with more dependents scored higher related to the attainment of Goal 4 by the RN Pathway Program than nurses with fewer dependents. Nurses who took a longer time to complete the nursing program scored significantly higher related to meeting the unique educational needs of employed nurses (Goal 6) than nurses who took a shorter time to complete the nursing program. Also, nurses who reported fewer years in the nursing program scored significantly higher than nurses who reported more years in the nursing related to mobilizing individuals, families, and communities in identifying health needs (Goal 7).

Nurses with fewer years in nursing reported significantly higher scores related to the achievement of Goals 1, 2, 3, 6, and 8 and Program Objectives 1 and 8 than nurses with more years in nursing, while nurses with more years in nursing reported significantly higher scores related to Goals 5, 7, and 10, and Program Objectives 3, 4, and 9.

Nurses who experienced associate degree training scored significantly higher than nurses who experienced diploma training related to attainment of Goals 3, 6, and 8, and Program Objective 8 of the RN Pathway Program. Nurses who completed a diploma training program scored significantly higher than nurses completing associate degree training program related to the achievement of Program Goal 5 and Program Objectives 3 and 9 of the RN Pathway Program.

From the findings of this study it can be suggested that there is a significant relationship between selected demographic variables and the goals and objectives of the RN Pathway Program. While a consistent pattern was not evident, a profile did emerge. That is, younger nurses with fewer years in nursing who completed associate degree training were more likely to agree that Program Goals 3, 6 and 8 were achieved by the RN Pathway Program than older nurses with more years in nursing who experienced diploma training. Also, older nurses with more years in nursing were more likely to agree than younger nurses with fewer years in nursing that they had the ability to carry out Program Objectives 3, 4, and 9.

Finally, the findings with respect to the relationship between selected demographic variables and the goals and objectives of the RN Pathway Program enhance the paucity of research examining the impact of demographic characteristics on the effectiveness of nursing education programs.

Recommendations

The recommendations that follow are divided into two parts; (1) program improvement, and (2) further research and diffusion. The recommendations for program improvement are:

1. The success of the RN Pathway Program at HBSON was supported by the extent of agreement among seniors and graduates. In general the program meets its specified goals and objectives. It seems clear that the RN Pathway Program provides a unique learning experience for registered technical nurses who desire a Bachelor of Science in Nursing degree. Thus, the RN Pathway Program should be continued.

2. Seniors and graduates generally agreed that the RN Pathway Program provided "adequate counseling services," "incorporated a holistic concept of human wellness throughout the curriculum," "facilitated the progression of students through the program," and "provided college credit for acquired skill and technology." These goals should be maintained.

3. Seniors and graduates generally agreed that the program prepared them to "promote, maintain, and/or restore optimum wellness" and "continue professional growth throughout their careers." Graduates almost unanimously agreed that the program prepared them to "understand the social forces that affect wellness in society" and

"initiate interdisciplinary activities to plan, implement, and evaluate health care." These objectives should be retained as is.

4. A majority of seniors and graduates indicated that the RN Pathway Program did not prepare them "to conduct research." It is recommended that the research components of the program and competencies of its students be improved.

5. Seniors and graduates generally agreed that improvement was needed with respect to scheduling of day and evening classes, available child care facilities, and adequate parking. It is recommended that the RN Pathway Program schedule classes to minimize potential conflicts with respect to the work schedules of nurses by providing the same course, whenever possible, in the day and evening, and to improve the parking and the convenience of child-care facilities.

6. From the results of this study it is suggested that for the continued identification of program strengths and weaknesses periodic evaluation of the RN Pathway Program should take place.

7. The findings of this study were used to evaluate the effectiveness of the RN Pathway Program in terms of the perceptions of seniors and graduates related to specified Program Goals and Program Objectives. However, there are many models of evaluation in nursing education. The RN Pathway Program should also be evaluated in terms of the

relevance of the curriculum, cost effectiveness, and the standardized test scores of its students.

8. The outcomes of this study provide the faculty who teach the curriculum and the administrators who have responsibility for making decisions regarding the most effective use of faculty resources and finances with a rationale for curriculum modification, program change, and documentation of the contributions of the RN Pathway Program to the community.

The recommendations for further research and diffusion are:

1. A longitudinal study using multiple posttests should be conducted to examine the effectiveness of the RN Pathway Program and similar programs in higher education by following the career development of its graduates.

2. Pursuant to the research of Murray and Morris (1982), a study should be undertaken to compare the feeling of professional autonomy among RN Pathway Program seniors and graduates, and graduates of associate degree and diploma programs. The results of such an investigation may reinforce the career ladder concept of the RN Pathway Program and bolster the recommendation of the American Nurses Association making the baccalaureate degree the minimum requirement for nursing practice.

3. Submission of a publication based on this research in Nursing Research, the official research organ of the

American Nurses Association, and ERIC, the Education Resource Information Clearinghouse, should provide for appropriate distribution of the findings and recommendations generated from this study. In addition, an oral presentation of the knowledge gained from the study should be made at an annual research conference of Sigma Theau Tau. This honor society of leaders in nursing is dedicated to facilitating the support and utilization of nursing research throughout the country.

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APPENDIX A

QUESTIONNAIRE FOR SENIORS IN AND GRADUATES OF THE RN PATHWAY PROGRAM

PERSONAL CHARACTERISTICS

Please respond to the following items concerning your personal characteristics.

1. AGE:________________
2. NUMBER OF DEPENDENTS:________________
3. BASIC TRAINING PROGRAM TYPE
   Associate degree______________
   Diploma_______________________
   Other_________________________
4. NUMBER OF YEARS TO COMPLETE RN PATHWAY PROGRAM________
5. NUMBER OF YEARS IN NURSING______________
6. MEMBER OF AMERICAN NURSES ASSOCIATION:
   YES___________ NO___________
7. CURRENTLY EMPLOYED IN NURSING? YES_____ NO_____

SENIOR/GRADUATE QUESTIONNAIRE

Please respond to each of the following items by checking (✓) SA if you strongly agree, A if you agree, CS if you can't say, D if you disagree, and SD if you disagree strongly. (SA = strongly agree, A = agree, CS = can't say, D = disagree, SD = strongly disagree.)

	Response				
	SA	A	CS	D	SD
1. The RN Pathway Program meets the unique learning needs of registered nurses who desire a Bachelor of Science in Nursing					
2. Instructors are competent in their field of expertise					
3. Instructors stimulate class discussion					
4. Course objectives are clearly stated					
5. Examinations reflect course objectives					
6. Students are given opportunities to relate course content to their life experiences					
7. Homework assignments are appropriate in length and purpose					
8. Homework assignments contribute to the achievement of course objectives					
9. Instructors are receptive to new ideas and other viewpoints					
10. Instructors encourage student expression of learning needs					
11. Instructors are friendly					
12. The learning environment is not stressful					

	Response				
	SA	A	CS	D	SD
13. An appropriate variety of educational methods and techniques are used to enhance learning, such as case studies, role playing, audio-visuals, small group discussions, and guest lectures					
14. The facilities and resources available to the RN Pathway Program enhance the learning experience					
15. Clinical resources are adequate for the number of students in the program					
16. Entrance ways are safe and well lighted					
17. Parking facilities are adequate					
18. Classrooms are well lighted, clear, and comfortable					
19. Labs are well lighted, clean, and comfortable					
20. Handout instructional materials are timely, relevant, and well prepared					
21. Students' questions regarding academic requirements and program planning are answered satisfactorily					
22. Proficiency and placement tests are fairly and efficiently administered					
23. Remedial work is monitored until proficiency is satisfied					
24. Students on academic probation are encouraged to seek special help that is needed					

Response
SA A CS D SD

25. Information is readily available about graduate education, scholarships, fellowships, and federal-aid programs..

26. Students have ready access to faculty and counselors....................................

27. The behavioral sciences are taught in a way that enables students to enhance their understanding of the psychobehavioral dimensions of humankind..

28. The social sciences are taught in a way that enables students to enhance their understanding of the biosocial aspects of humankind...

29. Humanities are taught in a way that enables participants to enhance their understanding of the biocultural aspects of humankind...............................

30. General education courses are taught in a way that enables the participants to perceive nursing as a profession..

31. The liberal arts are taught in a way that contributes to the growth and development of each student.........................

Response
SA A CS D SD

32. The Pathway Nursing Program utilizes the Holistic Man Wellness Model as a conceptual framework throughout the curriculum to:

a. provide a rational order for the knowledge base and theories of nursing..

b. identify the multiple dimensions of Man...

c. identify factors in the environment that influence wellness......................

d. identify the role of the professional nurse....................................

e. identify the relationships between the multiple dimensions of Man and wellness assessment....................

f. identify the relationships between the concept of wellness and Man's place on a health-illness continuum..................................

g. identify the relationships between environmental factors that influence wellness and the nursing care plan...............................

h. identify the relationships between the role of the professional nurse and observed patient behaviors.................................

33. The Holistic Man Wellness Model is based on the following assumptions:

a. Man is a bio-psychosocial cultural being.................................

b. Man desires to control his own state of wellness..............................

Response
SA A CS D SD

c. Man's environment is anything that affects Man

d. wellness is a state of harmony between the multiple dimensions of Man

34. Using the Holistic Man Wellness Model as a conceptual framework, students are able to:

a. provide a rationale for nursing actions

b. facilitate the promotion of wellness

c. participate in health maintenance activities

d. restore optimum wellness

e. support Man's life patterns

35. The Pathway Nursing Program meets the special learning needs of the employed registered nurse in that:

a. all courses are taught at least once annually

b. multiple sections of the major courses are taught when possible

c. the same classes are scheduled in the day and evening

d. special effort is made to relate theoretical knowledge to the work experiences of the participants

e. participants have access to conveniently located child care facilities

Response
SA A CS D SD

f. instructors individualize course objectives, content, and assignments to meet the special needs and goals of individual participants..

36. The Pathway Nursing Program prepares graduates:

a. to meet the nursing needs of people at any stage of development or wellness..............................

b. to practice within the present health care system..................................

c. to initiate new methods of nursing care to promote wellness in the community...................................

d. for graduate and continuing education in nursing................................

e. to assume leadership roles in Nursing...

f. to initiate desired change...........................

g. to conduct research.................................

37. In the RN Pathway nursing program:

a. faculty encourage students to use institution-wide learning center staff, counselors, academic advisors, and adjunct faculty...

b. faculty encourage the use of junior and senior student volunteers to assist freshmen and sophomores with the learning process...

c. faculty encourage the use of practice-laboratory assistants to facilitate student learning.....................

				Response		
		SA	A	CS	D	SD
d.	faculty are committed to the professional education of registered nurses					
e.	complete portfolios are maintained on each student					
f.	students earning equivalent credits do not have to repeat liberal arts or science courses					
g.	CLEP examinations and departmental tests enable students to earn credit for experientially gained knowledge					
h.	students are able to transfer from associate degree programs up to 24 credits in Nursing					
i.	college proficiency examinations or departmental examinations enable students from diploma schools to earn 24 credits in Nursing					
j.	the learning experiences of the RN Pathway Program include opportunities for decision making and the development of independent judgment					
k.	the research progress and its contribution to nursing practice is an integral part of the curriculum					
l.	the learning experiences in the RN Pathway program impart the skills required in self-directed continuing professional education					
m.	the curriculum plan for full-time students can be realistically completed in two years					

	Response				
	SA	A	CS	D	SD
38. As a senior or graduate of the RN Pathway Program, I am able to:					
a. analyze and discuss the theoretical constructs commonly used as the foundation for professional nursing practice......................					
b. analyze current and emerging nursing goals and professional standards...					
c. utilize the process of scientific inquiry to examine nursing and health related research.........................					
d. discuss the application of the nursing process to client care delivery......................................					
e. select principles from nursing, the psychosocial and biophysical sciences, and the humanities to apply to my work as a nurse....................					
f. integrate knowledge from nursing, the psychosocial and biophysical science, and the humanities to provide a meaningful rationale for health care...............................					
g. assess the structure and function of each of Man's dimensions: biological, psychological, social, and cultural..............................					
h. examine the patterns of the client's life process.............................					
i. formulate a descriptive statement concerning the observed level of wellness and its related etiological factors.......................					

	Response				
	SA	A	CS	D	SD
j. plan with the client the desired level of wellness					
k. establish in order of priority short- and long-term health objectives					
l. choose nursing strategies based upon a theoretical rationale to assist the client in achieving planned objectives					
m. evaluate the degree of success of the client in accomplishing health objectives					
n. reformulate health objectives and select alternate strategies until success is achieved					
o. use a variety of platform techniques effectively in presenting information					
p. stimulate and guide small group discussions effectively					
q. provide meaningful feedback to learners					
r. establish a supportive relationship with adult learners					
s. evaluate learner performance accurately					
t. use a variety of audio-video materials effectively to enhance learning activities					
u. present myself as a facilitator and resource person to self-directed learners					

Response
SA A CS D SD

39. As a graduate of the RN Pathway Program I can identify and understand the causes and effects of:

a. increase in the displacement of homemakers..

b. increase in the use of drugs and alcohol..

c. increase in crime and delinquency..

d. increase in the effect of mass communication..

e. increase in costs of health care..

f. increase in population mobility....................

g. increase in inner-city poverty and unemployment..

h. the increase in rate of change in science and technology..........................

i. increase in the deterioration of the environment..................................

j. increase in the number of older adults in society..................................

40. As a graduate of the RN Pathway Program I can effectively:

a. assess health needs and priorities..

b. transform needs into educational objectives..

c. promote wellness education programs..

d. arrange for appropriate learning facilities..

		Response				
		SA	A	CS	D	SD
e.	select appropriate techniques, methods, and materials for achieving educational objectives..................					
f.	evaluate the extent that objectives are achieved.................................					
g.	assess participant satisfaction with learning experiences and outcomes..................					
h.	differentiate between the methodologies utilized by basic and applied sciences.................................					
i.	relate selected research findings to the provision of nursing care for people at different levels of wellness.................................					
j.	critically analyze basic and applied research to determine the applicability of findings to practice......................................					
k.	scan relevant professional journals to peruse areas of special interest................................					
l.	interpret data related to community needs.................................					
m.	translate community needs into health care goals.............................					
n.	involve citizens and community groups in the hplanning and operation of health care programs......................................					
o.	interpret health care programs to concerned citizens and community groups..................................					
p.	establish close working relationship with community groups.........................					

Response
SA A CS D SD

41. As a senior in or a graduate of the RN Pathway program I have:

 a. demonstrated an intellectual curiosity about Man and the word in which he lives..............................

 b. employed a systematic method of inquiry to facilitate self-understanding.................................

 c. formulated a commitment to personal growth through the active pursuit of knowledge and life experiences..............................

 d. demonstrated personal responsibility and professional accountability in providing nursing care to actual and potential clients of all ages.......................

 e. developed a personal plan for continuing self-directed professional development through participation in selected conferences and workshops and the systematic reading of selected journals.................................

 f. developed a process of self-diagnosis to enhance the competencies and characteristics essential to achieve a given level of performance..............................

 g. made use of resources of co-workers and supervisors for personal learning.................................

42. As a senior in or graduate of the RN Pathway program I can:

 a. describe the evolution of change in biological, psychological, sociological, cultural, behavioral, and environmental systems...................

Response
SA A CS D SD

b. initiate planned change in health care delivery to actual or potential consumers..............................

c. implement the change process to improve the delivery of health care to actual or potential consumers..................................

43. In implementing the change process I am fully aware of:

a. the role of the change agent........................

b. the influence of deep-seated values, peer pressure, attitudes, and past experiences in my clients...

c. the influence of interpersonal conflict on my clients.............................

d. the forces of institutional resistance as they affect health care...

44. Please give your opinion about any differences that might exist between the RN Pathway day and evening program in relation to quality of instruction, attitude of faculty, and/or adequacy of resources.

Thank you for your time and effort in completing this questionnaire. Would you like to receive a complimentary copy of the outcome of your survey?

_____Yes _____No

APPENDIX B

THE TRANSMITTAL LETTER

Dear Senior or Graduate of the RN Pathway Program:

We at the Hunter-Bellevue School of Nursing sincerely request your opinion about the strengths and weaknesses of the RN Pathway Program. We are committed to the idea that candid input from our students and former students is essential if we are to improve our program. Consequently I ask that you help us in our efforts to improve upon what we have by taking the time and effort required to complete the enclosed questionnaire.

As a professional dedicated to improving the practice of nursing, your contributions are crucial to our efforts to strengthen the RN Pathway program. Consequently I know that I can count on you to complete and return the enclosed questionnaire on or before __________. A self-addressed postage-paid envelope is enclosed for your convenience. Please be assured that all responses will remain anonymous and that no participant in this summary will be identified.

Looking forward to hearing from you soon and thanking you in advance for helping us improve our RN Pathway program.

Marjorie Duncan, RN, MSN
Associate Professor

APPENDIX C

PERCEPTIONS OF SENIORS AND GRADUATES AS TO THE EXTENT THAT CRITERION MEASURES OF 10 PROGRAM GOALS WERE SATISFIED

Goals, Criteria and Item Numbers	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
	f	%	f	%
Goal 1; Provide high quality instruction to meet the needs of registered nurses				
1. The RN Pathway Program meets the unique learning needs of registered nurses who desire a Bachelor of Science in Nursing	34	100.0	48	100.0
2. Instructors are competent in their field of expertise	33	97.1	47	97.9
3. Instructors stimulate class discussion	29	85.3	42	87.5
4. Course objectives are clearly stated	34	100.0	48	100.0
5. Examinations reflect course objectives	30	88.2	48	100.0
6. Students are given opportunities to relate course content to their life experiences	31	91.2	46	95.8
7. Homework assignments are appropriate in length and purpose	29	85.3	40	83.3
8. Homework assignments contribute to the achievement of course objectives	26	76.5*	44	91.7
9. Instructors are receptive to new ideas and other viewpoints	31	91.2	43	89.6
10. Instructors encourage student expression of learning needs	31	91.2	45	93.8

	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
Goals, Criteria and Item Numbers	f	%	f	%
Goal 1 (continued)				
11. Instructors are friendly	26	76.5*	46	95.8
12. The learning environment is most stressful	28	82.4	43	89.6
13. An appropriate variety of educational methods and techniques are used to enhance learning, such as case studies, role playing, audio-visuals, small group discussions, and guest lectures	34	100.0	48	100.0
Goal 2; Provide adequate facilities and resources				
14. The facilities and resources available to the RN Pathway Program enhance the learning experience	33	97.1	48	100.0
15. Clinical resources are adequate for the number of students in the program	33	97.1	46	95.8
16. Entrance ways are safe and well lighted	34	100.0	46	100.0
17. Parking facilities are adequate	19	55.9*	16	33.3*
18. Classrooms are well lighted, clean, and comfortable	29	85.3	40	83.3
19. Labs are well lighted, clean, and comfortable	29	85.3	48	100.0
20. Handout instructional materials are timely, relevant, and well prepared	33	97.1	47	97.9

Goals, Criteria and Item Numbers	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
	f	%	f	%
Goal 3; Provide adequate counseling services				
21. Students' questions regarding academic requirements and program planning are answered satisfactorily	34	100.0	47	97.9
22. Proficiency and placement tests are fairly and efficiently administered	33	97.1	47	97.9
23. Remedial work is monitored until proficiency is satisfied	34	100.0	48	100.0
24. Students on academic probation are encouraged to seek special help that is needed	34	100.0	47	97.9
Goal 4; Provide a useful base of liberal studies				
27. The behavioral sciences are taught in a way that enables students to enhance their understanding of the biosocial aspects of humankind	29	85.3	48	100.0
28. The social sciences are taught in a way that enables students to enhance their understanding of the biosocial aspects of humankind	32	66.7	48	100.0
29. Humanities are taught in a way that enables participants to enhance their understanding of the biocultural aspects of humankind	26	76.5	47	97.9
30. General education courses are taught in a way that enables the participants to perceive nursing as a profession	31	91.2	45	93.8

	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
Goals, Criteria and Item Numbers	f	%	f	%
Goal 4 (continued)				
31. The liberal arts are taught in a way that contributes to the growth and development of each student	32	94.1	47	97.9
Goal 5; Incorporate a holistic concept of human wellness throughout the curriculum				
32. The Pathway Nursing Program utilizes the Holistic Man Wellness Model as a conceptual framework throughout the curriculum to:				
a. provide a rational order for the knowledge base and theories of nursing	34	100.0	48	100.0
b. identify the multiple dimensions of man	34	100.0	48	100.0
c. identify factors in the environment that influence wellness	34	100.0	48	100.0
d. identify the role of the nurse professional	34	100.0	48	100.0
e. identify the relationships between the multiple dimensions of Man and Wellness Assessment	34	100.0	48	100.0
f. identify the relationships between the concept of wellness and man's place on a health illness continuum	34	100.0	48	100.0

Goals, Criteria and Item Numbers	Strongly Agree or Agree Seniors (n = 34) f	%	Graduates (n = 48) f	%
Goal 5 (continued)				
g. identify the relationships between environmental factors that influence wellness and the nursing care plan	34	100.0	48	100.0
h. identify the relationships between the role of professional nurse and observed patient behaviors	34	100.0	48	100.0
33. The Holistic Man Wellness Model is based on the following assumptions:				
a. Man is a bio-psychosocial cultural being	34	100.0	48	100.0
b. Man desires to control his own state of wellness	34	100.0	48	100.0
c. Man's environment is anything that affects man	34	100.0	48	100.0
d. Wellness is a state of harmony between the multiple dimensions of man	34	100.0	48	100.0
34. Using the Holistic Man Wellness Model as a conceptual framework, students are able to:				
a. provide a rationale for nursing actions	34	100.0	48	100.0
b. facilitate the promotion of wellness	34	100.0	48	100.0
c. participate in health maintenance activities	34	100.0	48	100.0

Goals, Criteria and Item Numbers	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
	f	%	f	%
Goal 5 (continued)				
d. restore optimum wellness	32	94.1	48	100.0
e. support man's life patterns	34	100.0	48	100.0
Goal 6; Meet the unique educational needs of employed registered nurses				
35. The Pathway Nursing Program meets the special learning needs of the employed registered nurse in that:				
a. all courses are taught at least once annually	34	100.0	48	100.0
b. multiple sections of the major courses are taught when possible	31	91.2	47	97.9
c. the same classes are scheduled in the day and evening	24	70.6*	9	18.8*
d. special effort is made to relate theoretical knowledge to the work experience of the participants	29	85.3	41	85.4
e. participants have access to conveniently located child care facilities	18	52.9*	3	6.3*
f. instructors individualize course objectives, content, and assignments to meet the special needs and goals of individual participants	32	94.1	41	85.0

Goals, Criteria and Item Numbers	Strongly Agree or Agree Seniors (n = 34) f	 %	 Graduates (n = 48) f	 %
Goal 7; Prepare students to effectively function in a variety of health care settings				
36. The Pathway Nursing Program prepares graduates:				
a. to meet the nursing needs of people at any state of development or wellness	34	100.0	48	100.0
b. to practice within the present health care system	34	100.0	48	100.0
c. to initiate need methods of nursing care to promote wellness in the community	34	100.0	48	100.0
d. for graduate and continuing education in nursing	34	100.0	48	100.0
e. to assume leadership roles in nursing	34	100.0	48	100.0
f. to initiate desired change	24	70.6	47	97.9
g. to conduct research	15	44.1	19	39.6
Goal 8; Facilitate the orderly progression of students through the program				
37. In the RN Pathway Nursing program:				
a. faculty encourage students to use institution-wide learning center staff, counselors, academic advisors, and adjunct faculty	34	100.0	48	100.0

Goals, Criteria and Item Numbers	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
	f	%	f	%
Goal 8 (continued)				
b. faculty encourage the use of junior and senior student volunteers to assist freshmen and sophomores with the learning process	34	100.0	40	83.3
c. faculty encourage the use of practice laboratory assistants to facilitate student learning	34	100.0	48	100.0
d. faculty are committed to the professional education of registered nurses	34	100.0	48	100.0
e. complete portfolios are maintained on each student	34	100.0	48	100.0
Goal 9; Provide appropriate college credit for providing acquired skill and knowledge				
37. In the RN Pathway nursing program:				
f. students earning equivalent credits do not have to repeat liberal arts or science credits	34	100.0	48	100.0
g. CLEP examinations and departmental tests enable students to earn credit for experimentally gained knowledge	34	100.0	48	100.0
h. students are able to transfer from associate degree programs up to 24 credits in nursing	34	100.0	48	100.0

	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
Goals, Criteria and Item Numbers	f	%	f	%
Goal 9 (continued)				
i. college proficiency examinations or departmental examinations enable students from diploma school to earn 24 credits in nursing	34	100.0	48	100.0
Goal 10; Offer learning experiences appropriate to Bachelor's level nursing education				
37. In the RN Pathway nursing program:				
j. the learning experiences of the RN Pathway Program include opportunities for decision making and the development of independent judgment	34	100.0	48	100.0
k. the research process and its contribution to nursing practice is an integral part of the curriculum	23	67.6*	22	45.8*
l. the learning experiences in the RN Pathway program impart the skills required in self-directed continuing professional education	34	100.0	48	100.0
m. The curriculum plan for full-time students can be realistically completed in two years	23	67.6*	40	83.3

*Areas for improvement.

APPENDIX D

PERCEPTIONS OF SENIORS AND GRADUATES AS TO THE EXTENT THAT CRITERION MEASURES OF NINE INSTRUCTIONAL OBJECTIVES WERE SATISFIED

Objectives, Criteria and Item Numbers	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
	f	%	f	%
Objective 1: Synthesize and apply knowledge from nursing, the social sciences, and the humanities in developing a rationale for health care				
38. As a senior or graduate of the RN Pathway Program, I am able to:				
a. analyze and discuss the theoretical constructs commonly used as the foundation for professional nursing practice	34	100.0	48	100.0
b. analyze current and emerging nursing goals and professional standards	34	100.0	46	95.8
c. utilize the process of scientific inquiry to examine nursing and health related research	32	94.1	20	41.7*
d. discuss the application of the nursing process to client care delivery	34	100.0	48	100.0
e. select principles from nursing, the psychosocial and biophysical science, and the humanities to provide a meaningful rationale for health care	34	100.0	48	100.0
f. integrate knowledge from nursing, the psychosocial and biophysical science, and the humanities to provide a meaningful rationale for health care	34	100.0	48	100.0

Objectives, Criteria and Item Numbers	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 75)	
	f	%	f	%
Objective 2; Effectively use the nursing process to promote, maintain, and/or restore optimum wellness				
38. As a senior graduate of the RN Pathway Program, I am able to:				
g. assess the structure and function of each of man's dimensions: biological, psychological, social, and cultural	34	100.0	48	100.0
h. examine the patterns of the client's life process	34	100.0	48	100.0
i. formulate a descriptive statement concerning the observed level of wellness and its related etiological factors	34	100.0	41	85.4
j. plan with the client the desired level of wellness	34	100.0	48	100.0
k. establish in order of priority short- and long-term health objectives	34	100.0	47	97.9
l. choose nursing strategies based upon a theoretical rationale to assist the client in achieving planned objectives	34	100.0	48	100.0
m. evaluate the degree of success of the clients in accomplishing health objectives	34	100.0	48	100.0
n. reformulate health objectives and select alternate strategies until success is achieved	34	100.0	48	100.0

	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 75)	
Objectives, Criteria and Item Numbers	f	%	f	%
Objective 3; Be proficient in the area of educational methods and techniques in implementing patient health and wellness education				
38. As a senior or graduate of the RN Pathway Program, I am able to:				
o. use a variety of platform techniques effectively in presenting information	33	97.1	47	97.9
p. stimulate and guide small group discussions effectively	31	91.2	44	91.7
q. provide meaningful feedback to learners	28	82.4*	48	100.0
r. establish a supportive relationship with adult learners	34	100.0	48	100.0
s. evaluate learner performance accurately	34	100.0	48	100.0
t. use a variety of audio-video materials effectively to enhance learning activities	32	94.1	48	100.0
u. present myself as a facilitator and resource person to self-directed learners	31	91.2	48	100.0

Objectives, Criteria and Item Numbers	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
	f	%	f	%
Objective 4; Demonstrate an understanding of and insight into the social forces that affect the wellness of society				
39. As a graduate of the RN Pathway Program, I can identify and understand the causes and effects of:				
a. increase in the displacement of homemakers	--	--	44	91.7
b. increase in the use of drugs and alcohol	--	--	48	100.0
c. increase in crime and delinquency	--	--	48	100.0
d. increase in the effect of mass communication	--	--	48	100.0
e. increase in costs of health care	--	--	48	100.0
f. increase in population mobility	--	--	48	100.0
g. increase in inner-city poverty and unemployment	--	--	48	100.0
Objective 5; Initiate interdisciplinary activities to plan, implement and evaluate health care				
40. As a graduate of the RN Pathway Program I can effectively:				
a. assess health needs and priorities	--	--	48	100.0
b. transform needs into educational objectives	--	--	48	100.0
c. promote wellness education programs	--	--	48	100.0

Objectives, Criteria and Item Numbers	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
	f	%	f	%
Objective 5 (continued)				
d. arrange for appropriate learning facilities	--	--	48	100.0
e. select appropriate techniques, methods, and materials for achieving educational objectives	--	--	45	93.8
f. evaluate the extent that objectives are achieved	--	--	48	100.0
g. assess participant satisfaction with learning experiences and outcomes	--	--	48	100.0
Objective 6; Critically analyze and apply the findings of research in addressing problems and issues in health care				
40. As a graduate of the RN Pathway Program, I can effectively:				
h. differentiate between the methodologies utilized by basic and applied sciences	--	--	42	87.5
i. relate selected research findings to the provision of nursing care for people at different levels of wellness	--	--	44	91.7
j. critically analyze basic and applied research to determine the applicability of findings to practice	--	--	12	25.0*
k. scan relevant professional journals to peruse areas of special interest	--	--	48	100.0

	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
Objectives, Criteria and Item Numbers	f	%	f	%
Objective 7; Mobilize individuals, families, and communities in identifying health needs				
40. As a graduate of the RN Pathway Program, I can effectively:				
l. interpret data related to community needs	--	--	48	100.0
m. translate community needs into health care goals	--	--	42	87.5
n. involve citizens and community groups in the planning and operation of health care programs	--	--	35	72.9*
o. interpret health care programs to concerned citizens and community groups	--	--	48	100.0
p. establish close working relationships with community groups	--	--	48	100.0
Objective 8; Continue their professional growth throughout their careers				
41. As a senior in or a graduate of the RN Pathway Program I have:				
a. demonstrated an intellectual curiosity about Man and the world in which he lives	34	100.0	48	100.0
b. employed a systematic method of inquiry to facilitate self-understanding	34	100.0	42	87.5

Objectives, Criteria and Item Numbers	Strongly Agree or Agree			
	Seniors ($\underline{n}$ = 34)		Graduates ($\underline{n}$ = 48)	
	$\underline{f}$	%	$\underline{f}$	%
Objective 8 (continued)				
c. formulated a commitment to personal growth through the active pursuit of knowledge and life experiences	34	100.0	48	100.0
d. demonstrated personal responsibility and professional accountability in providing nursing care to actual and potential clients of all ages	34	100.0	48	100.0
e. developed a personal plan for continuing self-directed professional development through participation in selected conferences and workshops and the systematic reading of selected journals	34	100.0	48	100.0
f. developed a process of self-diagnosis to enhance the competencies and characteristics essential to achieve a given level of performance	34	100.0	48	100.0
g. made use of resources of co-workers and supervisors for personal learning	34	100.0	48	100.0

Objectives, Criteria and Item Numbers	Strongly Agree or Agree			
	Seniors (n = 34)		Graduates (n = 48)	
	f	%	f	%
Objective 9; Fulfill leadership roles in achieving desired change to improve health care systems and services				
42. As a senior in or graduate of the RN Pathway Program, I can:				
a. describe the evolution of change in biological, psychological, sociological, cultural, behavioral, and environmental systems	25	73.5*	35	72.9*
b. initiate planned change in health care delivery to actual or potential consumers	22	64.7*	48	100.0
c. implement the change process to improve the delivery of health care to actual or potential consuemrs	28	82.4*	48	100.0
43. In implementing the change process I am fully aware of:				
a. the role of the change agent	34	100.0	48	100.0
b. the influence of deep-seated values, peer pressure, attitudes, and past experiences in my clients	34	100.0	48	100.0
c. the influence of interpersonal conflict on my clients	34	100.0	48	100.0
d. the forces of institutional resistance as they affect health care	34	97.1	48	100.0

*Areas for improvement

BIOGRAPHICAL SKETCH

Ms. Marjorie Duncan was born, raised, and educated in New York City. She began her career in Nursing as a Licensed Practical Nurse (1951) and earned an Associate in Applied Science in Nursing from Brooklyn College (1959), a Bachelor of Science in Nursing from St. John's University (1965), and a Master of Science in Nursing from Hunter College (1972).

Her experience in clinical nursing has been extensive, ranging from staff nurse at Brooklyn Jewish Hospital, New York, through Director of Inservice Education at Georgetown Memorial Hospital, Georgetown, South Carolina. Her experience as an educator includes Cinical Instructor at Hunter-Bellevue School of Nursing, New York, , Assistant Professor, Associate Professor, and Director of nursing.

Ms. Duncan completed the requirements for her Doctorate in Education at NOVA University, Ft. Lauderdale, Florida (1987).